

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Vista Middle School	56-72561-0113977	May 5, 2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Rio Vista School Plan for Student Achievement evaluates the effectiveness of previous school goals and strategies that have been in place to improve the academic achievement, attendance, and overall safety for all children attending Rio Vista. In addition the SPSA outlines the current goals and strategies that are being put into place this school year to meet the school goals of academic achievement, attendance, and overall safety for all children attending Rio Vista.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Rio Vista School Plan for Student Achievement identifies school goals of improving attendance, and academic achievement in all subject areas as well as improving the climate and culture of the school to support reducing student suspensions and improving the learning environment for all

students. The plan outlines each strategy that will be implemented and the state and federal funding that will support the strategies that have been identified by the parent, student, and staff community members that have provided input and feedback throughout the SPSA development process via: School Site Council, English Learner Advisory Committee, Title I parent night, staff and parent needs assessments, Parent Teacher Student Association meetings, Rio Vista Culture and Climate Committee meetings, coffee with the principal gatherings, state released data on student achievement, attendance and suspension, and other informal data collection throughout the SPSA development process.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Throughout the year Rio Vista surveyed parents, staff, and students to gather feedback on the effectiveness and developing needs of the school wide plan. The Youth Truth Survey, parent and staff and student needs assessments, school climate and culture committee, School Site Council, and ELAC have all provided meaningful feedback. Overall, parent group feedback indicates high satisfaction in the academic and social emotional education of students with an expressed need for providing additional tutoring supports for students struggling to meet standards on formative and summative assessments. The student group feedback indicates a strong interest in continuing to place emphasis on recognizing students for excellence and improvement in academic, behavioral, and attendance measures as well as interest in providing more support for students with socioemotional needs, and students in need of help in building friendships and connections at school. Staff feedback indicates a strong interest in continuing to place emphasis on recognizing students for excellence and improvement in academic, behavioral, and attendance measures while also indicating a need for academic tutoring and additional supports for students outside the regular school day, additional supports for ELD teaching and ELL monitoring strategies, and additional staff collaboration time to better analyze student data and achievement to plan for impactful instruction.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Both formal and informal classroom observations occur regularly throughout the school year in all classrooms at Rio Vista. In addition to informal and formal observations by school administration district teams have observed many Rio Vista classrooms via ELD, Math, and literacy walkthroughs this school year. Observations have shown a strong prevalence of consistent use of technology in teaching and learning, growth mindset, creativity and art, and writing instruction among all subjects areas in Rio Vista classrooms. Through the numerous classroom observations, it is direct instruction that makes up the large majority of classroom instruction within Rio Vista classrooms. Rio Vista seeks to further develop and incorporate inquiry based instruction in order to enhance the current learning and curriculum.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP results are the foundation of assessments used at Rio Vista to monitor student achievement and growth over time. In addition to CAASPP year end assessments, Rio Vista has transitioned from CFA's (common formative assessments) to the use of interim assessments (IAB's) and performance tasks through the interim assessment section of CAASPP. The transition to using formative interim assessments has allowed Rio Vista teachers to gain pertinent student assessment data to guide their instruction and meaningful feedback for teachers students. In addition, parents receive the interim assessment scores, and are able to gauge where students are excelling and where they have areas for reteaching and growth throughout the school year. The Rio School District assessment calendar guides our teachers in ensuring that formative interim assessment are given throughout the school year. Teachers are able to use the data from the assessments to adjust and guide their instructional design and planning based on their students' needs.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Due to COVID and its affects on student assessment, attendance, and data collection Rio Vista is able to use the Spring of 2019 (most current and accurate data) CASSPP data as our baseline to improve upon. On the spring of 2019 CASSPP testing Rio Vista had a proficiency rate of 36.53% in English Language Arts and 18.90% in Math. Data from the fall IAB's (formative interim assessments) is still being analyzed and not available currently. A need that has been identified is to implement a process to collect and share students' individual reading levels with all teachers, as this is not something that is systemically in place and used to guide instruction, intervention or student progress monitoring.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All 35 teachers on the Rio vista staff have their approved teaching credentials. According to the Title I teacher equity report, three teachers are "out of field" which means they have an approved waiver or local authorization to teach the subject they are in.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All 35 teachers on the Rio Vista staff have an appropriate teaching credential and receive annual professional development aligned to state standards and the needs of the students. District TOSAs provide coaching for use of instructional materials and strategies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teacher staff development occurs on a regular monthly basis. Teachers engage in professional development days named PLT1 and PLT2. PLT 1 days are comprised of district established topics and options for teachers to further their knowledge of instructional practices and methods, behavior and classroom management strategies and supports, educational technology, and assessment protocols and procedures to name a few. In addition teachers collaborate as grade levels and departments on PLT 2 days to learn with each other and share best practices and strategies for teaching and learning as well as review student work and assessment data. Teachers also engage in additional professional development opportunities throughout the year as the district and site budgets provides registration fees and substitute costs for teachers to participate in numerous professional development topics of their own choosing.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Rio School district employs a district math, ELD, and science TOSA that provides one on one and group support and training for teachers. District TOSA's teach and co-teach lessons, observe classroom teachers, and collaborate on lesson and assessment design.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level collaboration occurs on a monthly basis to discuss lesson design, assessment results, and to collaborate on student needs and parent teacher conferences.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers follow the California state standards in lesson design and instruction and use various materials and content sources to meet the state standards for each grade level subject area. District adopted curriculum, supplemental curriculum resources, support from district TOSA's allow teachers to use a variety of materials and strategies to teach the California state standards to Rio Vista students and prepare them for state assessments as well as incorporating inquiry based and "Five C's" teaching and learning.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All three grade levels at Rio Vista(6,7,8) meet the state required of instructional minutes, which are were established by the Rio School District and implemented consistently throughout the district.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Student interest and need drives the development of the Rio Vista master schedule. Rio Vista currently has eleven sections of designated ELD instruction, four sections of intervention English language arts, three sections of intervention math. In addition, Rio Vista has six sections of SAI resource math and language arts to support students with IEP's

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All classrooms meet the state and county requirements for instructional materials and are coordinated with the Rio School District's Educational Services Department. Rio Vista has gone through and passed the Williams Act inspection to ensure compliance on student materials and textbooks. In addition, various technology and paper based supplemental instructional programs have been purchased and are being used at Rio Vista (Scholastic Scope and Action magazine in language arts and ELD classes, Nearpod and Flocabulary used throughout the subject areas and grade levels, IXL (math, language arts, and social studies) Desmos(math), Read 180 and System 44 in language arts classes, and Renaissance STAR math and language arts in SAI classes and intervention classes

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Instructional materials in place are purchased through the educational services department and meet state requirements. Additional materials purchased for grade level and intervention purposes are purchased at both the district and site level and are used to support student performing above, at, and below grade level.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Tier I and Tier II programs are available within all general education classrooms. Math and Language arts intervention courses are available to all general education students that are underperforming in these subject areas. Rio Vista has additional zero period PE classes to allow students that are enrolled in intervention classes to also take an elective of their choice. Rio Vista teachers offer before school and lunchtime additional support on assignments and standards based assessments and instruction. Rio Vista offers an after school program that specifically targets unduplicated students and students that are underperforming in meeting academic grade level standards.

Evidence-based educational practices to raise student achievement

RACER, an evidence based constructed response technique is used throughout classrooms and subject areas at Rio Vista. Desmos, Read 180, open up math, inquiry based instruction, collaboration strategies such as the jigsaw method, writing into the day, and the five C's are evidence based strategies and programs woven into all grade levels and subject areas at Rio Vista. Rio Vista Middle School also uses the Renaissance Program, to track and increase student academic performance. This school year, Rio Vista students had an all time high of 69% of students making Renaissance (3.0 GPA or better OR improving their GPA by at least .5)

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

All students are provided with a district purchased Chromebook and access to a hotspot or free/reduced cost home internet in order to allow student to engage in their school work and learning from home as well as to be able to participate in online "google meets" for parent teacher conferences and other parent nights hosted by Rio Vista. Student are provided with all instructional materials they need by the school on an as needed basis, and school counselors work directly with students and parents with both "in house" and outside resources for academic, social emotional, and mental health needs. Rio Vista has an English Learner Advisory Committee, comprised of staff and parents, that meets monthly to support and provide input on programs for English Language Learner students at Rio Vista. Rio Vista has an SSC (School Site Council), comprised of teachers, non-teaching staff, parents, and students that meet monthly to review the current school goals and strategies to meet these goals, the effectiveness of strategies, and to review data in relation to school goals in effort to improve the success of underachieving students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site council, English Learner Advisory Committee, Rio Vista Renaissance Culture and Climate Action Team, Rio Vista PTSA, student/teacher/staff member/parent needs assessment surveys, and district lead superintendent roundtable sessions all offer opportunities for the Rio Vista community to participate in the planning of, and offering input and feedback on, the evaluation of all school programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funding supports; tier II and tier III learning software programs, our school library and teacher classroom libraries to promote literacy for underperforming students, class sets of novels for class units to learn and improve in literacy throughout grade levels and subject areas, software, materials, and learning supplies for underperforming students, as well as teacher professional development to meet the needs of underperforming students. Additionally Title I funds are used to provide extra classroom aide support to underperforming students within multiple classrooms within the general education setting.

Fiscal support (EPC)

Student learning results from state and local assessments are shared with all staff. During PLT (Professional Learning Time) teachers, administration, TOSA's, and curriculum directors review and utilize data to monitor students progress in the general education settings, SAI setting, and intervention and IPT processes.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School site council and ELAC teams meet monthly during the school year to discuss current needs, past data, and to work collaboratively to plan for the SPSA/Annual Review and update. In addition the Rio Vista Renaissance Campus climate and culture Action Team" formed this school year and met monthly. This team is comprised of certificated and classified staff, students, and the principal. The team meets monthly to collaborate on ideas for the improvement of the climate and culture at Rio Vista. Grade level teams and teachers part of the curriculum council meet monthly. Teacher leadership team meets monthly to discuss school wide climate, curricular, and parent outreach goals. Parent Teacher Student Association (PTSA) meets monthly to improve the positive climate and culture and in turn academic achievement of the Rio Vista students. A summer retreat occurred prior to the school year for 1.5 days with a team of teacher leaders to build strategies and approaches for teaching, learning, and school management to create a positive climate for students to achieve at their highest levels. During these uncertain times and with so many students out of in person school, the summer leadership retreat was time and funding well spent to create a positive and welcoming approach to the 2021-2022 school year. Monthly faculty meetings occur, which are focused on student achievement, learning, teaching strategies, best practices, and teacher collaboration. Rio Vista parents and administration participated in district led parent roundtables on a bi-monthly basis. Rio Vista students and administration participated in a superintendents roundtable discussion on a bi-monthly basis.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	211	202	211
Grade 7	210	211	199
Grade 8	275	212	201
Total Enrollment	696	625	611

Conclusions based on this data:

1. Hispanic/Latino student group comprises the large majority of students at 87.8% at Rio Vista. The second and third highest percentage of students are white (5.4%) and Filipino (3.2%)
2. The enrollment of Rio Vista has decreased from 709 to 625 over the last three years (18-19 to 20-21)

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	231	205	205	33.2%	32.80%	33.6%
Fluent English Proficient (FEP)	132	119	103	19.0%	19.00%	16.9%
Reclassified Fluent English Proficient (RFEP)	24	34		10.4%	5.40%	

Conclusions based on this data:

1. The percentage of English learners at Rio Vista is 32.8% and has remained nearly unchanged over the last three years (32.4% in 18-19)
2. The percentage of RFEP students has risen dramatically over the last three years from 1.7% to 17.7%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	200	204	219	198	196	216	198	196	216	99	96.1	98.6
Grade 7	260	210	207	259	189	205	259	189	205	99.6	90.0	99.0
Grade 8	254	208	202	252	184	199	252	183	199	99.2	88.5	98.5
All Grades	714	622	628	709	569	620	709	568	620	99.3	91.5	98.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2493.	2466.	2484.	4.04	6.63	7.87	31.31	16.33	22.22	36.36	33.16	29.63	28.28	43.88	40.28
Grade 7	2513.	2515.	2507.	8.49	7.41	6.83	29.73	32.28	29.27	25.48	23.81	26.83	36.29	36.51	37.07
Grade 8	2528.	2519.	2520.	7.14	7.65	3.52	28.57	26.23	30.65	28.97	29.51	30.15	35.32	36.61	35.68
All Grades	N/A	N/A	N/A	6.77	7.22	6.13	29.76	24.82	27.26	29.76	28.87	28.87	33.71	39.08	37.74

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	8.59	5.61	6.94	46.46	54.59	50.00	44.95	39.80	43.06
Grade 7	10.42	12.30	13.66	42.86	60.96	53.17	46.72	26.74	33.17
Grade 8	16.27	10.38	9.05	46.03	56.83	60.80	37.70	32.79	30.15
All Grades	11.99	9.36	9.84	44.99	57.42	54.52	43.02	33.22	35.65

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	7.07	4.64	7.87	66.16	46.39	52.31	26.77	48.97	39.81
Grade 7	16.99	13.37	11.27	50.58	51.34	53.92	32.43	35.29	34.80
Grade 8	11.51	11.60	5.53	60.71	44.75	54.27	27.78	43.65	40.20
All Grades	12.27	9.79	8.24	58.53	47.51	53.47	29.20	42.70	38.29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	8.08	8.16	9.72	71.21	66.33	71.76	20.71	25.51	18.52
Grade 7	9.65	7.45	10.73	64.48	77.13	69.76	25.87	15.43	19.51
Grade 8	11.11	8.20	8.04	61.11	73.77	75.38	27.78	18.03	16.58
All Grades	9.73	7.94	9.52	65.16	72.31	72.26	25.11	19.75	18.23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	12.63	14.80	12.04	57.58	56.63	67.59	29.80	28.57	20.37
Grade 7	20.46	17.99	13.17	44.40	59.26	63.41	35.14	22.75	23.41
Grade 8	14.29	11.48	12.06	52.78	68.85	66.33	32.94	19.67	21.61
All Grades	16.08	14.79	12.42	51.06	61.44	65.81	32.86	23.77	21.77

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards in ELA on the CAASPP has increased by 2.23% from 16-17 through 18-19 (from 34.23% to 36.53%)
2. There has been improvement in the writing aspect of the ELA CAASPP scores from 16-17(61.41%) through 18-19 (70.8%) in the percentage at, near, or above standard.
3. Due to the COVID 19 pandemic 18-19 is the last year that CAASPP data has been collected.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	200	204	219	198	198	217	198	197	217	99	97.1	99.1
Grade 7	260	210	207	259	193	206	259	193	206	99.6	91.9	99.5
Grade 8	254	208	202	252	183	198	252	182	198	99.2	88.0	98.0
All Grades	714	622	628	709	574	621	709	572	621	99.3	92.3	98.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2466.	2430.	2460.	3.03	1.02	4.61	10.10	7.11	12.90	37.37	25.38	30.88	49.49	66.50	51.61
Grade 7	2484.	2475.	2475.	6.18	5.18	3.88	15.06	11.40	14.08	29.73	30.57	33.98	49.03	52.85	48.06
Grade 8	2497.	2465.	2489.	10.32	2.75	7.07	10.71	9.89	10.61	24.21	22.53	24.75	54.76	64.84	57.58
All Grades	N/A	N/A	N/A	6.77	2.97	5.15	12.13	9.44	12.56	29.90	26.22	29.95	51.20	61.36	52.33

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	6.57	0.51	2.76	27.27	25.89	38.71	66.16	73.60	58.53
Grade 7	6.56	6.81	4.37	30.50	43.46	47.57	62.93	49.74	48.06
Grade 8	13.89	3.87	6.57	26.98	37.02	44.95	59.13	59.12	48.48
All Grades	9.17	3.69	4.51	28.35	35.33	43.64	62.48	60.98	51.85

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	7.58	1.52	5.53	38.38	40.61	47.47	54.04	57.87	47.00
Grade 7	11.97	4.66	5.34	43.63	53.89	59.22	44.40	41.45	35.44
Grade 8	11.51	3.85	6.06	38.49	41.21	54.04	50.00	54.95	39.90
All Grades	10.58	3.32	5.64	40.34	45.28	53.46	49.08	51.40	40.90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	6.06	5.58	6.45	44.95	52.28	62.67	48.99	42.13	30.88
Grade 7	6.18	5.70	5.83	57.14	64.25	59.71	36.68	30.05	34.47
Grade 8	7.14	4.95	4.55	48.41	62.64	60.10	44.44	32.42	35.35
All Grades	6.49	5.42	5.64	50.63	59.62	60.87	42.88	34.97	33.49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CAASPP scores available are 2017-2018, 2018-2019, and 2020-2021 (2019-2020 scores are missing due to the COVID pandemic and the scores in 2020-2021 were affected by a year of mostly distance learning)
2. The percentage of students at Rio Vista meeting or exceeding standards on the mathematics portion of the CAASPP had a slight increase from 2017-2018 to 2018-2019 (+.41%) and dramatic decrease (-6.49%) in 2020-2021

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1551.2	1529.8	1540.9	1548.2	1522.8	1538.6	1553.8	1536.3	1542.7	77	73	70
7	1557.1	1553.7	1564.4	1551.3	1559.5	1563.6	1562.4	1547.5	1564.6	73	62	70
8	1575.8	1575.5	1584.7	1580.6	1589.6	1591.9	1570.7	1561.0	1577.1	50	50	47
All Grades										200	185	187

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	38.96	21.92	34.29	38.96	38.36	32.86	18.18	30.14	22.86	3.90	9.59	10.00	77	73	70
7	34.25	29.03	42.86	36.99	38.71	31.43	23.29	22.58	15.71	5.48	9.68	10.00	73	62	70
8	34.00	34.00	42.55	44.00	42.00	38.30	18.00	20.00	17.02	4.00	4.00	2.13	50	50	47
All Grades	36.00	27.57	39.57	39.50	39.46	33.69	20.00	24.86	18.72	4.50	8.11	8.02	200	185	187

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	55.84	31.51	51.43	32.47	45.21	31.43	9.09	16.44	8.57	2.60	6.85	8.57	77	73	70
7	43.84	46.77	55.71	39.73	37.10	25.71	13.70	12.90	15.71	2.74	3.23	2.86	73	62	70
8	56.00	46.00	48.94	30.00	40.00	46.81	12.00	14.00	2.13	2.00	0.00	2.13	50	50	47
All Grades	51.50	40.54	52.41	34.50	41.08	33.16	11.50	14.59	9.63	2.50	3.78	4.81	200	185	187

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	23.38	15.07	11.43	28.57	24.66	38.57	32.47	38.36	32.86	15.58	21.92	17.14	77	73	70
7	24.66	16.13	30.00	31.51	30.65	30.00	32.88	35.48	21.43	10.96	17.74	18.57	73	62	70
8	22.00	16.00	29.79	40.00	32.00	27.66	24.00	42.00	34.04	14.00	10.00	8.51	50	50	47
All Grades	23.50	15.68	22.99	32.50	28.65	32.62	30.50	38.38	28.88	13.50	17.30	15.51	200	185	187

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	19.48	26.03	24.29	70.13	52.05	62.86	10.39	21.92	12.86	77	73	70
7	12.33	24.19	21.43	76.71	67.74	62.86	10.96	8.06	15.71	73	62	70
8	16.00	36.00	23.40	74.00	58.00	68.09	10.00	6.00	8.51	50	50	47
All Grades	16.00	28.11	22.99	73.50	58.92	64.17	10.50	12.97	12.83	200	185	187

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	63.64	49.32	65.71	32.47	45.21	28.57	3.90	5.48	5.71	77	73	70
7	67.12	60.66	74.29	28.77	36.07	22.86	4.11	3.28	2.86	73	61	70
8	72.00	64.00	72.34	28.00	36.00	23.40	0.00	0.00	4.26	50	50	47
All Grades	67.00	57.07	70.59	30.00	39.67	25.13	3.00	3.26	4.28	200	184	187

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	22.08	16.44	14.29	42.86	38.36	51.43	35.06	45.21	34.29	77	73	70
7	26.03	22.58	32.86	45.21	43.55	41.43	28.77	33.87	25.71	73	62	70
8	34.00	24.00	36.17	40.00	44.00	40.43	26.00	32.00	23.40	50	50	47
All Grades	26.50	20.54	26.74	43.00	41.62	44.92	30.50	37.84	28.34	200	185	187

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	38.96	21.92	27.14	58.44	71.23	65.71	2.60	6.85	7.14	77	73	70
7	17.81	9.68	18.57	78.08	79.03	71.43	4.11	11.29	10.00	73	62	70
8	8.00	4.00	14.89	90.00	90.00	85.11	2.00	6.00	0.00	50	50	47
All Grades	23.50	12.97	20.86	73.50	78.92	72.73	3.00	8.11	6.42	200	185	187

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. From 2017-2018 to 2020-2021 the data indicate that student have improved overall in almost all areas of the ELPAC assessments. Average mean scale scores went from 1534 in 2016-2017 to 1552 in 2020-2021

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
611	54.2	33.6	0.3
Total Number of Students enrolled in Rio Vista Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	205	33.6
Foster Youth	2	0.3
Homeless	58	9.5
Socioeconomically Disadvantaged	331	54.2
Students with Disabilities	58	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.8
American Indian	1	0.2
Asian	10	1.6
Filipino	26	4.3
Hispanic	513	84.0
Two or More Races	6	1.0
Pacific Islander	2	0.3
White	42	6.9

Conclusions based on this data:

1. Rio Vista has a high percentage (87.8%) of Hispanic students.
2. Rio Vista has a relatively medium high percentage of socioeconomically disadvantaged students (65.8%)
3. Rio Vista has a medium/low percentage of English language learner students (32.8%)

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

1	2	3	4	5
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts 2 Low	Chronic Absenteeism 1 Very High	Suspension Rate 3 Medium
Mathematics 2 Low		
English Learner Progress 4 High		

Conclusions based on this data:

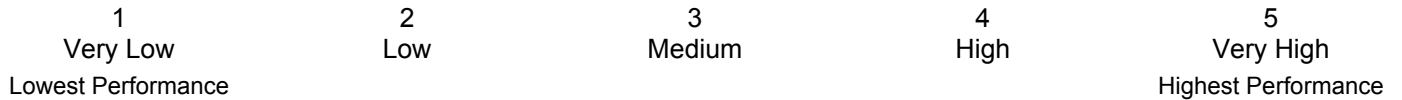
1. Both Math and English Language Arts dashboard indicators show a yellow (middle of the road) performance indicators with clear room to improve to green or blue
2. Chronic absenteeism dashboard indicator is at yellow for 2019 showing room from improvement to green or blue
3. The suspension rate for 2019 was an orange dashboard color and is the lowest dashboard indicator areas of the four indicators listed in this section

School and Student Performance Data

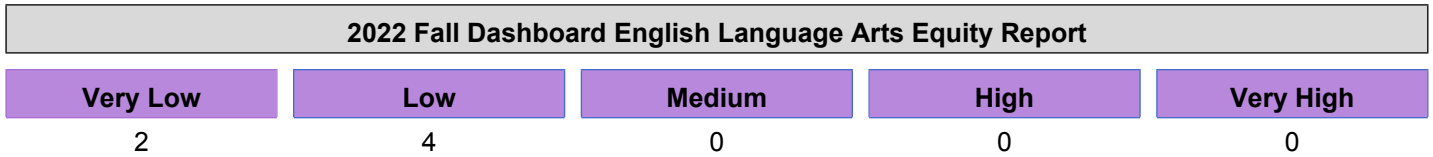
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group														
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td>2 Low</td> </tr> <tr style="background-color: #d9e1f2;"> <td>43.7 points below standard</td> </tr> <tr> <td>597 Students</td> </tr> </tbody> </table>	All Students	2 Low	43.7 points below standard	597 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td>2 Low</td> </tr> <tr style="background-color: #d9e1f2;"> <td>63.7 points below standard</td> </tr> <tr> <td>267 Students</td> </tr> </tbody> </table>	English Learners	2 Low	63.7 points below standard	267 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>0 No Performance Level</td> </tr> <tr> <td>2 Students</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	2 Students	
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2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">0 No Performance Level 56.1 points below standard 11 Students</p>		<p align="center">0 No Performance Level 10 Students</p>	<p align="center">0 No Performance Level 8.6 points above standard 25 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">2 Low 48.7 points below standard 504 Students</p>	<p align="center">0 No Performance Level 7 Students</p>	<p align="center">0 No Performance Level 2 Students</p>	<p align="center">2 Low 38.6 points below standard 38 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p align="center">85.9 points below standard 175 Students</p>	<p align="center">21.6 points below standard 92 Students</p>	<p align="center">32.2 points below standard 297 Students</p>

Conclusions based on this data:

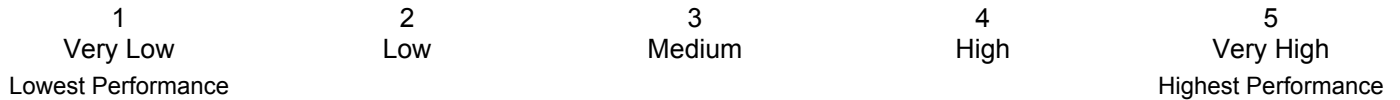
- There were increased English Language Arts performance on the CAASPP Smarter Balanced Summative Assessment across different ALL subgroups of students (EL students, English Only, Reclassified English learners, both significant race/ethnicity, homeless students, socioeconomically disadvantaged, and students with disabilities on the Fall of 2019 California dashboard

School and Student Performance Data

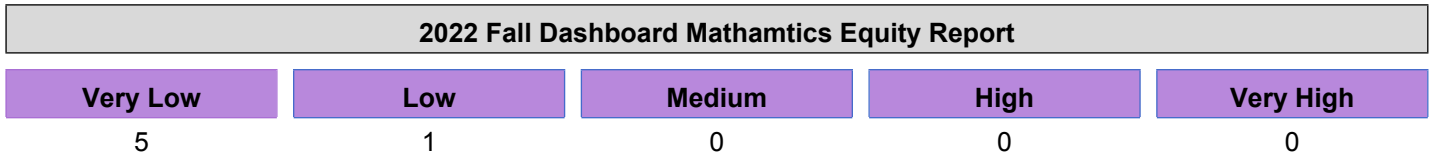
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">91.0 points below standard</td> </tr> <tr> <td style="text-align: center;">596 Students</td> </tr> </tbody> </table>	All Students	2 Low	91.0 points below standard	596 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 Very Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">110.7 points below standard</td> </tr> <tr> <td style="text-align: center;">266 Students</td> </tr> </tbody> </table>	English Learners	1 Very Low	110.7 points below standard	266 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 No Performance Level</td> </tr> <tr> <td style="text-align: center;">2 Students</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	2 Students	
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59 Students														

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
0 No Performance Level 111.9 points below standard 11 Students		0 No Performance Level 10 Students	0 No Performance Level 57.8 points below standard 25 Students
Hispanic	Two or More Races	Pacific Islander	White
1 Very Low 96.1 points below standard 503 Students	0 No Performance Level 7 Students	0 No Performance Level 2 Students	2 Low 82.2 points below standard 38 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
132.4 points below standard 175 Students	69.1 points below standard 91 Students	80.3 points below standard 297 Students

Conclusions based on this data:

1. Although math dashboard data has much room for improvement as 5 of the 6 major subgroups are in the orange tier and 1 of the 6 are in the red tier, there was improvement across the board.
2. English learners, socioeconomically disadvantaged students, students with disabilities all increased their performance on the math assessments that make up the CAASPP/smarter balanced summative assessment form 2019. Only one subgroup did not increase performance (homeless students) who maintained their previous performance levels.

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
4 High
63.4 making progress towards English language proficiency
Number of EL Students: 183 Students Performance Level: 4

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27	40	32	84

Conclusions based on this data:

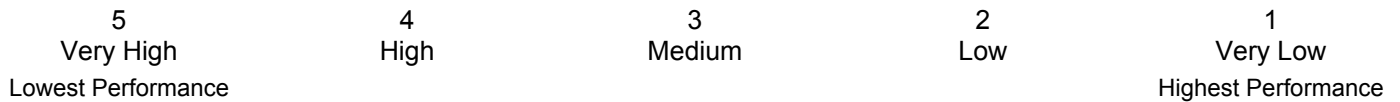
1. A "very high" performance level of 65.6% of English language learners made progress towards English proficiency in 2019 and 55.3% of students progressed at least on ELPI level

School and Student Performance Data

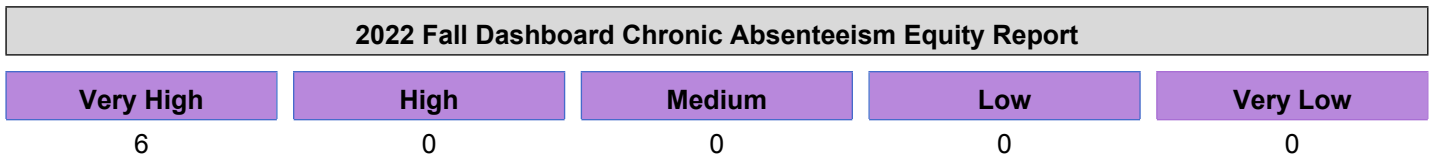
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9d9d9;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 Very High</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">29.5% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">640 Students</td> </tr> </tbody> </table>	All Students	1 Very High	29.5% Chronically Absent	640 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9d9d9;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 Very High</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">32.7% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">211 Students</td> </tr> </tbody> </table>	English Learners	1 Very High	32.7% Chronically Absent	211 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9d9d9;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 No Performance Level</td> </tr> <tr> <td style="background-color: #d9d9d9; text-align: center;">Less than 11 Students</td> </tr> <tr> <td style="text-align: center;">3 Students</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	Less than 11 Students	3 Students
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66 Students														

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
0 No Performance Level 41.7% Chronically Absent 12 Students	0 No Performance Level Less than 11 Students 1 Student	0 No Performance Level Less than 11 Students 10 Students	0 No Performance Level 12% Chronically Absent 25 Students
Hispanic	Two or More Races	Pacific Islander	White
1 Very High 30.3% Chronically Absent 538 Students	0 No Performance Level Less than 11 Students 9 Students	0 No Performance Level Less than 11 Students 2 Students	1 Very High 34.9% Chronically Absent 43 Students

Conclusions based on this data:

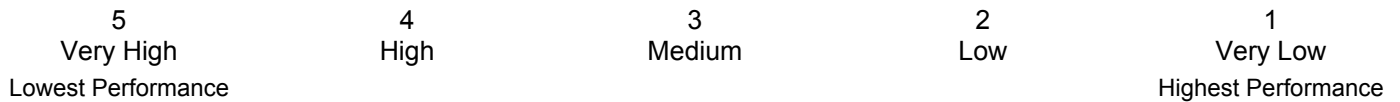
1. The overall chronic absenteeism rate in 2019 decreased slightly from the previous school year (.3%) and the school is in the yellow level overall, but has three subgroups that are in the orange level for chronic absenteeism on the California dashboard in 2019 (Hispanic, English Learners, and socioeconomically disadvantaged students)

School and Student Performance Data

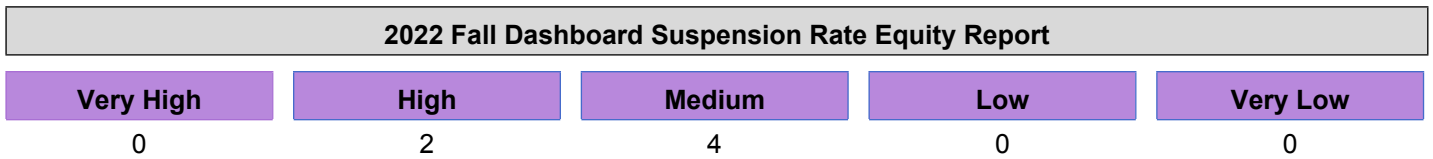
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td>3 Medium</td> </tr> <tr style="background-color: #e6f2ff;"> <td>6.7% suspended at least one day</td> </tr> <tr> <td>655 Students</td> </tr> </tbody> </table>	All Students	3 Medium	6.7% suspended at least one day	655 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td>3 Medium</td> </tr> <tr style="background-color: #e6f2ff;"> <td>7% suspended at least one day</td> </tr> <tr> <td>214 Students</td> </tr> </tbody> </table>	English Learners	3 Medium	7% suspended at least one day	214 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>0 No Performance Level</td> </tr> <tr style="background-color: #e6f2ff;"> <td>Less than 11 Students</td> </tr> <tr> <td>3 Students</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	Less than 11 Students	3 Students
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2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">0 No Performance Level 16.7% suspended at least one day 12 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 1 Student</p>	<p align="center">0 No Performance Level Less than 11 Students 10 Students</p>	<p align="center">0 No Performance Level 0% suspended at least one day 25 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">3 Medium 7.3% suspended at least one day 549 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 10 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 2 Students</p>	<p align="center">3 Medium 2.2% suspended at least one day 46 Students</p>

Conclusions based on this data:

- The California dashboard indicates that Rio Vista had increased suspension rates in 2019 as compared the the previous school year. Six of the significant subgroups had increased suspension rates on the 2019 on the California dashboard with the largest increase being in the students with disabilities and English learner subgroup.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Chronic Absenteeism, Suspensions, and School Climate and Culture

LEA/LCAP Goal

LCAP Goal 3 addresses pupil student engagement in order to build on and enhance enriching opportunities to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, and Caring. This focus goal provides extra support for expanding social and emotional support for students by ensuring positive school climate and improved attendance and suspension rates.

Goal 1

By January of 2023 Rio Vista will improve the average key ratings in the Rio Vista Youth Truth in all eleven sections (Student sections: engagement, academic challenge, relationships, culture, belonging and peer collaboration) (Parent sections: engagement, relationships, culture, communicating feedback, resources, and school safety) within the "Student Survey" and "Family Survey" areas by .10 average rating points. In the 2022-2023 school year Rio Vista will reduce a chronic absenteeism percentage of from 9.7% to below 9% while also reducing the percentage of students suspended from 6.1% to below 5%

Identified Need

The impact of students not attending school in-person on a regular basis is a general concern related to potential attendance rates and behavior. Surveys of staff, parents, and students express the need for additional social-emotional support to address positive behaviors and engagement in school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard data on chronic Absenteeism	9.7%	less than 9%
California Dashboard data on suspension rate	6.1%	less than 5%
Youth Truth Student Survey	engagement = 3.53 academic challenge = 3.75 relationships = 3.44 culture = 3.45 belonging and peer collaboration = 3.47	increase all key ratings by at least .10 engagement = 3.63 academic challenge = 3.85 relationships = 3.54 culture = 3.55 belonging and peer collaboration = 3.57

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Family Survey	engagement = 3.86 relationships = 4.08 culture = 4.05 resources = 4.00 communication and feedback = 3.78 School Safety = 3.82	increase all key ratings by at least .10 engagement = 3.96 relationships = 4.18 culture = 4.15 resources = 4.10 communication and feedback = 3.88 School Safety = 3.92

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Underperforming students and students struggling with attendance and social emotional concerns.

Strategy/Activity

The Rio Vista counselor(s) and office staff will make personal contact with families in need of counseling services as determined by student surveys, individual and group counselling sessions held by counselors, teacher/admin referral, or parents personally contacting the counselor. In addition to the above, the counselor(s) will contact at-risk students, as determined by attendance records, on a regular basis, as determined by the counselor(s) and the family. Cost for personnel to perform phone calls and home visits outside regular school hours as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I 1000-1999: Certificated Personnel Salaries
1000.00	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Rio Vista will continue to strengthen and improve the student recognition program “Renaissance” which provides rallies, spirit days, lunchtime music, and student lead events to create an engaging and positive school climate. This will include a stipend for an ASB/student leadership advisor, attendance and behavior incentives, student and family events and awards nights, materials, and extra hours needed to make the program successful.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF 1000-1999: Certificated Personnel Salaries
500	LCFF 2000-2999: Classified Personnel Salaries
5000	LCFF 0000: Unrestricted
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Rio Vista will develop, plan, and execute parent and family events and opportunities for parent education, teacher/parent/student engagement opportunities outside of the school day, as well as cultural and educational celebrations in order to strengthen the bond between school and family.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries
1000	LCFF

	2000-2999: Classified Personnel Salaries
1000	LCFF 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Rio Vista will fund an athletic director, athletic coaching positions, cheer coach, and a yearbook advisor to provide extra curricular programs that give students the ability to excel and grow outside the academic classroom and a sense of school spirit and pride throughout Rio Vista.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7012	LCFF 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

unduplicated, language learners, economically disadvantaged. and socioemotional at risk students

Strategy/Activity

Rio Vista will host a "Challenge Day" to continue to build a caring, empathetic, and supportive school atmosphere

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3800	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

WEB Program - "Where Everyone Belongs"

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF 1000-1999: Certificated Personnel Salaries
750	LCFF 1000-1999: Certificated Personnel Salaries
2000	LCFF 4000-4999: Books And Supplies
1000	LCFF 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The use of funding for continuing to improve the Renaissance student academic and behavioral incentive program was very effective. A strong emphasis has been placed on student academic achievement and behavior goals and incentives have been widely disseminated and appreciated by students, parents, and staff. Trimester 1 of 2021 marked the highest ever percentage of students that achieved "Renaissance Level" (69%) Rio Vista t-shirts were given to every student this year creating a unifying "condor shirt Wednesday" and college shirts have been given as student incentives as we build "college shirt Thursday" Rio Vista was not able to have the number of sports team we had pre - pandemic but Rio Vista did have a very successful cross country, girls volleyball, and girls and boys basketball season, as well as a girls soccer team and participation in the county field hockey tournament. In addition the cheer team was able to practice safely outdoors and cheer at outdoor school pep rallies. Parent events continue to be limited due to the

ongoing challenges associated with the COVID pandemic, and additionally we have not been able to gauge our successes in attendance and suspension ratings due to the lack of CA dashboard data since 2019. The youth truth data released in January of 2022 showed overall decreases in student indicators and increases in family indicator feedback.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Overall, the intended implementation and budgeted expenditures for Goal #1 matched up well this past year. The two areas that had discrepancies were: there were less funds spent on athletics and extra curricular activities than were expected due to the continued restraints placed on schools due to the COVID pandemic. The funding for extra counseling/attendance/social emotional support was not utilized fully this past year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A more targeted and specific approach to using Youth Truth data has been added to this goal this year and can be seen in the "annual Measurable Outcome/ metric indicator section". The amount of budgeted funds that are dedicated to strategy #1 for this goal has been increased due to the needs assessment feedback that showed a need for additional counseling, social emotional, mental health, and attendance monitoring that has come to light. Additionally, the amount of funding allotted to strategy #2 (Renaissance incentives program) has been increased due to needs assessment data that showed the program is being successful and there continue to be more ideas for improving the program. Additional funds have been attached to additional strategies (WEB - "where everyone belongs") and Challenge Day in effort to continue to seek ways to improve the overall culture, relationships, engagement, and belonging for students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Learner Progress towards English Language Proficiency

LEA/LCAP Goal

LCAP Goal 1 addresses pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, and Caring. This goal also builds on providing extra supports toward priorities aligned with pupil outcomes and conditions of learning. This goal addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study.

Goal 2

Rio Vista will maintain or increase the percent of English Language Learner students making progress towards English language proficiency as measured by the ELPI (English Language Proficiency Indicator) on the California Dashboard

By 2023 Rio Vista seeks to maintain or increase the percentage of English Language Learners making progress towards English language proficiency of at least 65.6%

Identified Need

Rio Vista seeks to maintain or increase the percentage of English Language Learners making progress towards English language proficiency of at least 65.6%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard English Language Progress Indicator	65.6 %	greater than or equal to 65.6%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with English as a second language

Strategy/Activity

Rio Vista will support an English Language Coordinator stipend to assist teachers with state and local testing, paperwork, progress monitor Reclassified Fluent English Proficient students, conduct training, and attend required meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with English as a second language

Strategy/Activity

Provide professional development and supplemental materials and teacher collaboration time in order to support integration of literacy and English language standards through science, math, social studies, and the arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	Title I 1000-1999: Certificated Personnel Salaries
3500	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with English as a second language

Strategy/Activity

Substitutes will be provided to enable Rio Vista teachers to observe ELD instruction among peers both on and off site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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2000

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language learners

Strategy/Activity

Rio Vista will provide opportunities for parents of English language learners to engage in two way communication (with translation support) with staff to become informed about the curricular program, the English Language Development (ELD) process, and opportunities to become involved in their child's education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500

Title I
1000-1999: Certificated Personnel Salaries

1000

Title I
2000-2999: Classified Personnel Salaries

2250

LCFF
0000: Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language learners

Strategy/Activity

Rio vista will purchase ELD supplemental materials including books for ELD classroom libraries and class sets, as well as evidenced based educational software

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000

Title I
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the ongoing COVID pandemic data was not available via the California School Dashboard English Language Progress Indicator so Rio Vista was not able to see how the current progress of English Language Learners has progressed. A large amount of books were purchased for both the school library and teacher classroom libraries to support the literacy needs of English Language Learners. Teachers did not participate in observing ELD classrooms this past year though it was a strategy we planned to implement and will continue to seek to promote as a way for teachers to learn and collaborate with each other on methods to support English Language Learners. Research based software (Read 180, IXL, and Nearpod) were purchased and implemented with fidelity with English Language Learners. The ELC (English Language Coordinator) staff member supported staff, students, and parents of English Language Learners consistently and effectively throughout the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were limited opportunities, and therefore less funding used, to hold school events to support the two way communication of parents of English Language Learners and the school due to the ongoing COVID pandemic and the limitations placed on in person gatherings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional funding and focus will be made this year to professional development and materials to support English Language Learners in subjects beyond language arts; (i.e.- math, science, social studies and the arts) as well as holding in-person gatherings of English Language Learner students and families.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts - Literacy

LEA/LCAP Goal

LCAP Goal 1 addresses pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, and Caring. This goal also builds on providing extra supports toward priorities aligned with pupil outcomes and conditions of learning. This goal addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study.

Goal 3

Rio Vista will maintain or improve the percent of all students meeting or exceeding standards (36.53%) on the CAASPP English language arts assessment AND reduce the "average points below standard" (36.9 points) by June of 2023

Identified Need

The overall percentage of students that met or exceeded English Language Arts standards on the CAASPP for the 18-19 school year was 36.53% and there have not been CAASPP scores available since 2018-2019. In 2020-2021 (unofficial released of ELA CAASPP data) 32.04% of Rio vista students met or exceeded ELA standards. Rio Vista seeks to return to and improve upon the pre-pandemic progress on the CAASPP ELA student achievement scores

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts Performance Data Percent Meeting/Exceeding Standards	36.53%	greater than or equal to 36.53%
California Dashboard ELA performance indicator (CAASPP)	an average of 36.9 points below standard	less than 36.9 avg points below standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Incoming 6th Graders

Strategy/Activity

Identify reading levels of all incoming 6th grade students provide teachers collaboration time to review student data and plan for instructional supports and progress monitoring. Provide teacher collaboration time and professional development within the school day for this work.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I 1000-1999: Certificated Personnel Salaries
2500	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Rio Vista will regularly stock supplies and materials for teachers and support staff to use for classroom instruction, instruction for support services, and to support instruction in the after school program to improve literacy through language arts, social studies, science, and the arts courses

- Supplemental printed materials, such as, but not limited to, workbooks and classroom novel sets will be purchased.
- Software and/or online program subscriptions will be purchased to support learning.
- Cost for transportation to events related to classroom instruction, not covered by the PTA will be funded.
- Equipment, supplies, programs related to social emotional learning will be purchased.

Cost for materials, supplies, transportation, subscriptions, and incentives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF 4000-4999: Books And Supplies
10000	Title I 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Rio vista will fund a Technology Champion stipend to assist teachers in maintaining student computers, conduct trainings, and attend technology meetings in order to support student literacy via technology. The technology champion will lead training on best practices/software. online platforms to improve English language arts learning for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3500

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Rio Vista will provide various professional development activities for staff members to improve their ability to assist students with academic achievement in English language arts and literacy. Staff may engage in County, District, site level, or outside professional development. Cost for outside service registration fees and substitute teacher costs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries

3000

Title I
5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase new library books for the Rio Vista school library. Various reading levels, genres, culturally relevant, book series will be purchased to offer the most engaging and accessible reading books to the students of Rio Vista.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

Title I
4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Rio Vista will provide opportunities for parents to engage in two way communication with staff to become informed about the curricular program and opportunities to become involved in their child's education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1750

LCFF
1000-1999: Certificated Personnel Salaries

1750

LCFF
0000: Unrestricted

1500

LCFF
2000-2999: Classified Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Underperforming students

Strategy/Activity

Rio vista will provide before/after school tutoring and learning support for the areas of reading, writing, and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8000

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The Rio Vista Leadership team will meet for 2 days prior to the start of the 2022 - 2023 school year, in order to build shared targets for improvement on teaching and learning and and to develop specific strategies for improving literacy and achievement for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6500

LCFF
1000-1999: Certificated Personnel Salaries

3000

LCFF
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Rio Vista will update and improve the library space (new furniture, bookshelves , wall paint) in order to increase student engagement and interest in the school library and the reading and literacy offerings it has.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15000

Source(s)

Title I
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The California dashboard data was not released, due to the COVID pandemic and state testing limitations, and so can not be compared to the data from 2019 for growth and progress. Materials and supplies were provided consistently throughout the year and gave teachers freedom to incorporate creative projects with their students. The summer leadership retreat was held and provided a solid start to the school year for teachers, student, and families even with the continued uncertainty of the COVID pandemic and how it has affected schools, attendance, and learning. The Rio Vista library as well as classroom libraries have grown over the course of the year and have added many new, diverse, and leveled reading selections for all students to choose from. In addition interim assessment have been implemented consistently across all math and language arts classes with varying degrees of student success.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Before and after school tutoring have not been implemented at this point in the school year, but look to begin in late winter. 6th Grade orientation occurred but the focus on literacy development did not occur as the event was mainly used as a welcome back and get to know the school and staff, after nearly a year of at home learning. In-person two way family school events were limited this year due to the ongoing guidance and precautions related to in-person gatherings during the COVID pandemic

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A new focus for the year will be to gather incoming 6th grade reading level data and create organized and structured time and method for teachers to use reading level data to guide instruction and track progress. This year goal 3, which was focused on both mathematics and English Language arts has been broken up into two separate goals (goal 3 and goal 4) The funds that were designated out of the site LCFF funds for librarian support and SFSS (school family

support specialist) have been moved away from the site budget to the district budget so it no longer appears in the Rio Vista site SPSA as it did in previous school years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal 1 addresses pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, and Caring. This goal also builds on providing extra supports toward priorities aligned with pupil outcomes and conditions of learning. This goal addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study.

Goal 4

Rio Vista will maintain or improve the percent of all students meeting or exceeding standards (18.9%) on the CAASPP mathematics assessments and reduce the "average points below standard" (84.8 points) by June of 2023

Identified Need

The overall percentage of students that met or exceeded mathematics standards on the CAASPP for the 18-19 school year was 18.9% and there have not been CAASPP scores available since 2018-2019. In 2020-2021 (unofficial released of ELA CAASPP data) 12.41% of Rio vista students met or exceeded mathematics standards. Rio Vista seeks to return to and improve upon the pre pandemic progress on the CAASPP mathematics student achievement scores

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP mathematics Performance Data Percent Meeting/Exceeding Standards	18.9%	greater than or equal to 18.9%
California Dashboard mathematics performance indicator (CAASPP)	an average of 84.8 points below standard	reduce the average of 84.8 points below standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Rio Vista will provide various professional development activities for staff members to improve their ability to assist students with academic achievement in mathematics. Staff may engage in county, district, site level, or outside professional development. Cost for outside service registration fees and substitute teachers as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I 1000-1999: Certificated Personnel Salaries
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Collaboration of Rio Vista math teachers and Rio School district math TOSA for mathematical teaching support and professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

underperforming students

Strategy/Activity

Rio vista will provide before/after school tutoring and learning support for mathematics instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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5500

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

underperforming students

Strategy/Activity

Provide number sense, mathematical mindset, and problem solving support for students not at grade level in mathematics via millennium math intervention courses

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Rio Vista mathematics teachers will participate in district math walkthroughs to gain more in depth knowledge of the mathematical practices being implemented and used with success and results throughout the Rio School District

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special education students and students underperforming in mathematics

Strategy/Activity

Purchase and utilize Renaissance STAR math to better support students struggling in math and to track their grade level progress through out the school year

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3500

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Additional hours for teacher collaboration to analyze math IAB (interim assessment block) data, scores, and next steps in instruction design and student support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Purchase of IXL math software

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The California dashboard data was not released, due to the COVID pandemic and state testing limitations, and so can not be compared to the data from 2019 for growth and progress. Materials and supplies were provided consistently throughout the year and gave teachers freedom to incorporate creative project with their student in, the summer leadership retreat was held and provided a solid start to the school year for teachers, student, and families even with the continued uncertainty of the COVID pandemic and how it has affected schools, attendance, and learning. District math TOSA has worked with Rio Vista math teachers in various ways throughout the school year in support of mathematics teaching and learning. IXL and STAR Renaissance software has been used consistently by the different student groups the programs were purchased to support in the area of mathematics

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Before and after school tutoring have not been implemented at this point in the school year, but look to begin in late winter. In person two way family school events were limited this year due to the ongoing guidance and precautions related to in person gatherings during the COVID pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Math TOSA support (strategy #4), Renaissance STAR math (strategy #6), and mathematics IAB collaboration (strategy #7) and all new additions to the mathematics learning goal in the Rio Vista SPSA

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$148,312.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$95,300.00

Subtotal of additional federal funds included for this school: \$95,300.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF	\$53,012.00

Subtotal of state or local funds included for this school: \$53,012.00

Total of federal, state, and/or local funds for this school: \$148,312.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	53,012.00
Title I	95,300.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	9,000.00
1000-1999: Certificated Personnel Salaries	64,012.00
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	43,000.00
5000-5999: Services And Other Operating Expenditures	8,500.00
5800: Professional/Consulting Services And Operating Expenditures	18,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
0000: Unrestricted	LCFF	9,000.00
1000-1999: Certificated Personnel Salaries	LCFF	27,012.00
2000-2999: Classified Personnel Salaries	LCFF	3,000.00
4000-4999: Books And Supplies	LCFF	9,000.00

5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	37,000.00
2000-2999: Classified Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	34,000.00
5000-5999: Services And Other Operating Expenditures	Title I	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	18,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,062.00
Goal 2	21,750.00
Goal 3	74,000.00
Goal 4	17,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Ethan Gray	Principal
Mary Fleming	Classroom Teacher
Nicole Boucher	Classroom Teacher
Cesar Ruiz	Classroom Teacher
Adam Erickson	Classroom Teacher
Judy Kanishiro	Other School Staff
Luisa Arzate	Parent or Community Member
Hung Lam	Parent or Community Member
Christa Rosenbaum	Parent or Community Member
Diana Mendez	Parent or Community Member
Vicente Arzate	Parent or Community Member
Michelle Lam	Parent or Community Member
Danae Venters	Secondary Student
Jonathan Mendoza	Secondary Student
Amira Melbourne	Secondary Student
Cherish Stone	Secondary Student
Keanu Flores	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 5, 2022.

Attested:



Principal, Ethan Gray on May 5, 2022



SSC Chairperson, Danae Venters on May 5, 2022