



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 08/25/2020

Version 2 – 02/23/2021

Version 3 – 09/14/2021

Rio Calaveras Elementary

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School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Calaveras Elementary	39686766115422	Ver 1 – 08/14/2020 Ver 2 – N/A Ver 3 – 09/10/2021	Ver 1 – 08/14/2020 Ver 2 – 02/05/2021 Ver 3 – 09/10/2021	Ver 1 – 08/25/2020 Ver 2 – 02/23/2021 Ver 3 – 09/14/2021

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)

Rio Calaveras Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

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.

Rio Calaveras Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder 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

Rio Calaveras Elementary developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on June 18, 2018 and obtained board approval on June 26, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Rio Calaveras Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2.

In school year 2018-2019, also Year 2, Pulliam Elementary initiated a specific an assessment process called the Fidelity Integrity Assessment (FIA) with the school's leadership team.

Both assessments concluded that the area of behavioral management is strong with sustaining implementation of PBIS strategies across grade-levels. We also felt that we strong in developing relationships with our students. Our area to improve upon was providing students with extra opportunities to have help in their areas of unfinished learning. We felt it was best to focus on all grade levels that we could teachers for and decided on 0 period and 7th period. The Program Specialist also focused on 3rd and 4th grade with some 5th grade that were in the bottom MAP scores for their grade level. We focused on Math as it has been an area where we have experienced declining scores on SBAC. We also purchased materials for our SAI teacher to use for Math with our students with learning disabilities as this is an area of critical need. Spring 2019 MAP scores showed growth in this area.

As a result of the stakeholder involvement and data reviews, Rio Calaveras Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. Stakeholders concluded that Rio Calaveras would benefit from continuing these efforts to focus on our students with the most unfinished learning as a result of update MAP Spring Scores and CAASPP (SBAC) Spring 2019 scores. The DMM specifically outlined the need for extra support in mathematics specifically with our students with disabilities subgroup.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The FIA outlined that resource inequities the students with the most unfinished learning and students with disabilities in mathematics. The amount of time made available was not sufficient to support these students.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By May 2021, all students will decrease their distance from standard by 3 points.

By May 2021, students with disabilities will decrease their distance from standard by 46 points.

School Goal for Math: (Must be a SMART Goal)

By May of 2021, all students will decrease their distance from standard by 6 points.

By May of 2021, Students with Disabilities will decrease their distance from standard by 46 points.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD:

CAASPP Spring 2018 is Yellow - we maintained, but went down on our distance from 3 by 1.2

46% of all students met proficiency

on MAP we are on 50% so if that is correlated well we should increase our proficiency level in Spring of 2019

Students with Disabilities

Red - - these students decline by 23.2% in ELA, Distance from 3 for Reading is 138

All Students We are losing ground with our SWD and this is causing issues with students overall.

My foster youth/homeless students are low as well.

We need to close this achievement gap with several strategies based on student needs

Students are entering the next grade level with unfinished learning so we will be working on professional development to help our teachers be able to scaffold to teach the unfinished learning and the grade level curriculum at the same time.

Math: Winter MAP Math: 52%

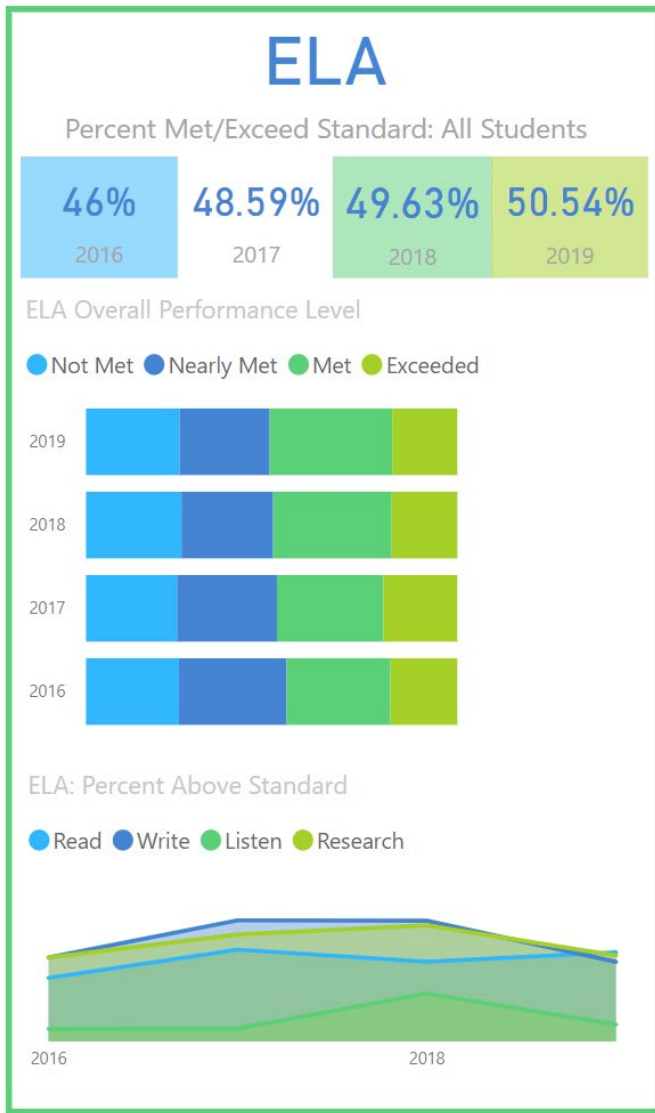
Math CAASPP Distance from 3 overall is -22.1

By Spring overall students in MAP Math will be 58%

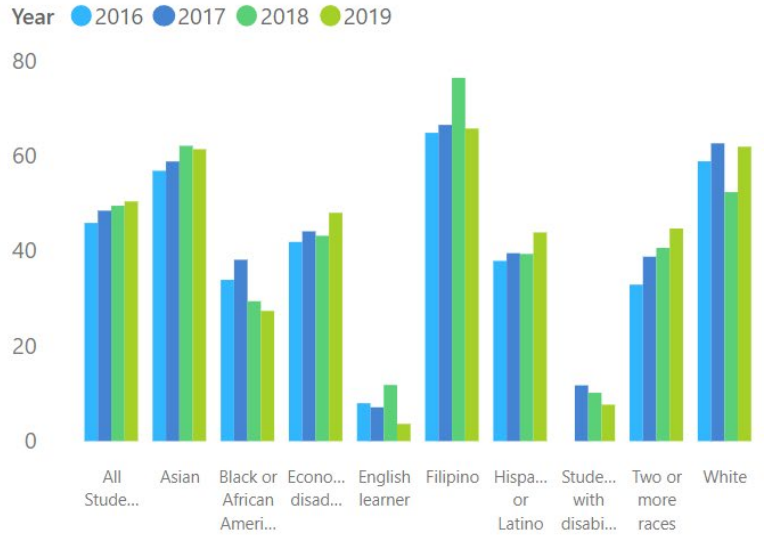
For the 2019 CAASPP we will decrease our Distance from 3 to -18

Students with Disabilities

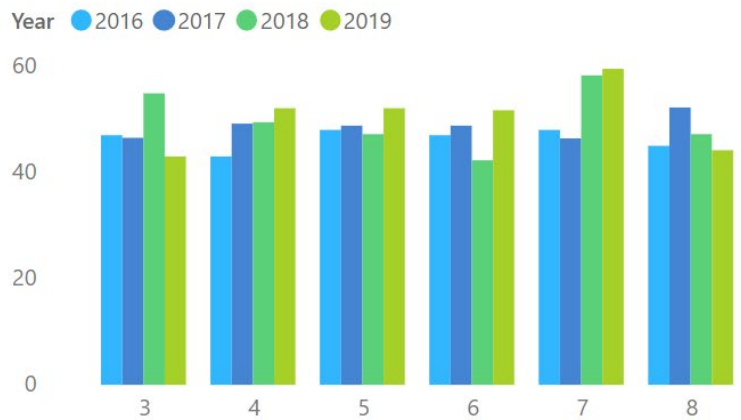
Red - - Distance from 3 for Math is 116



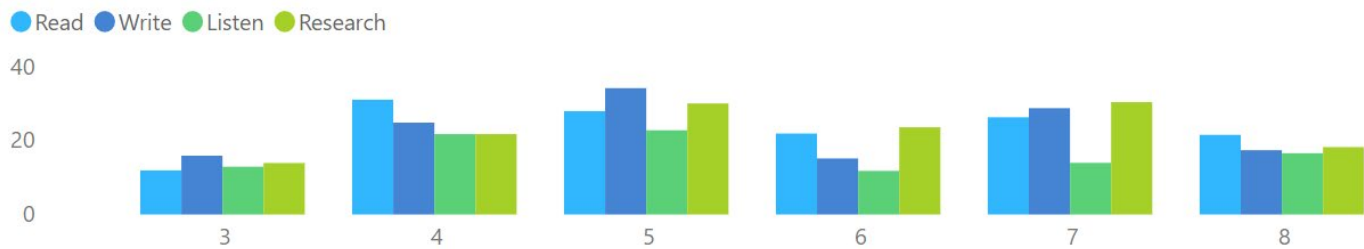
ELA CAASPP: Percent Met/Exceed Standard

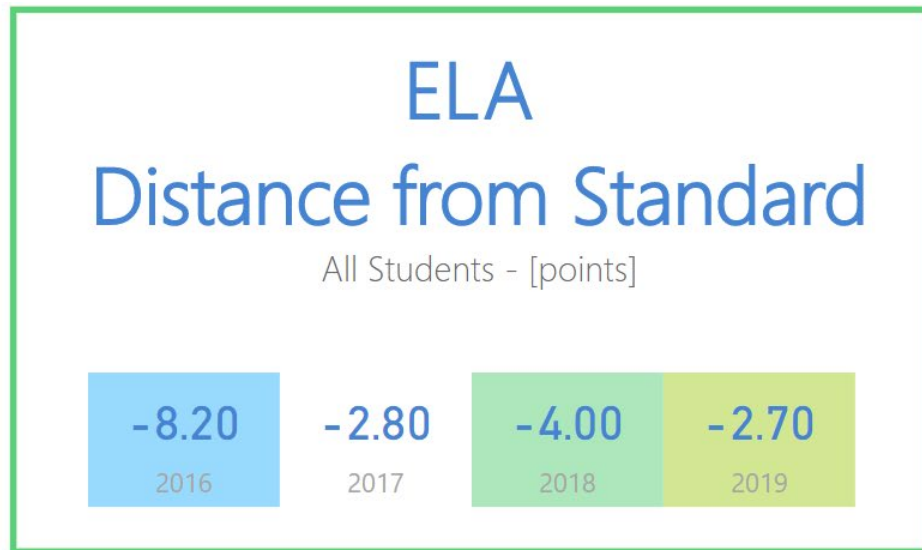


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



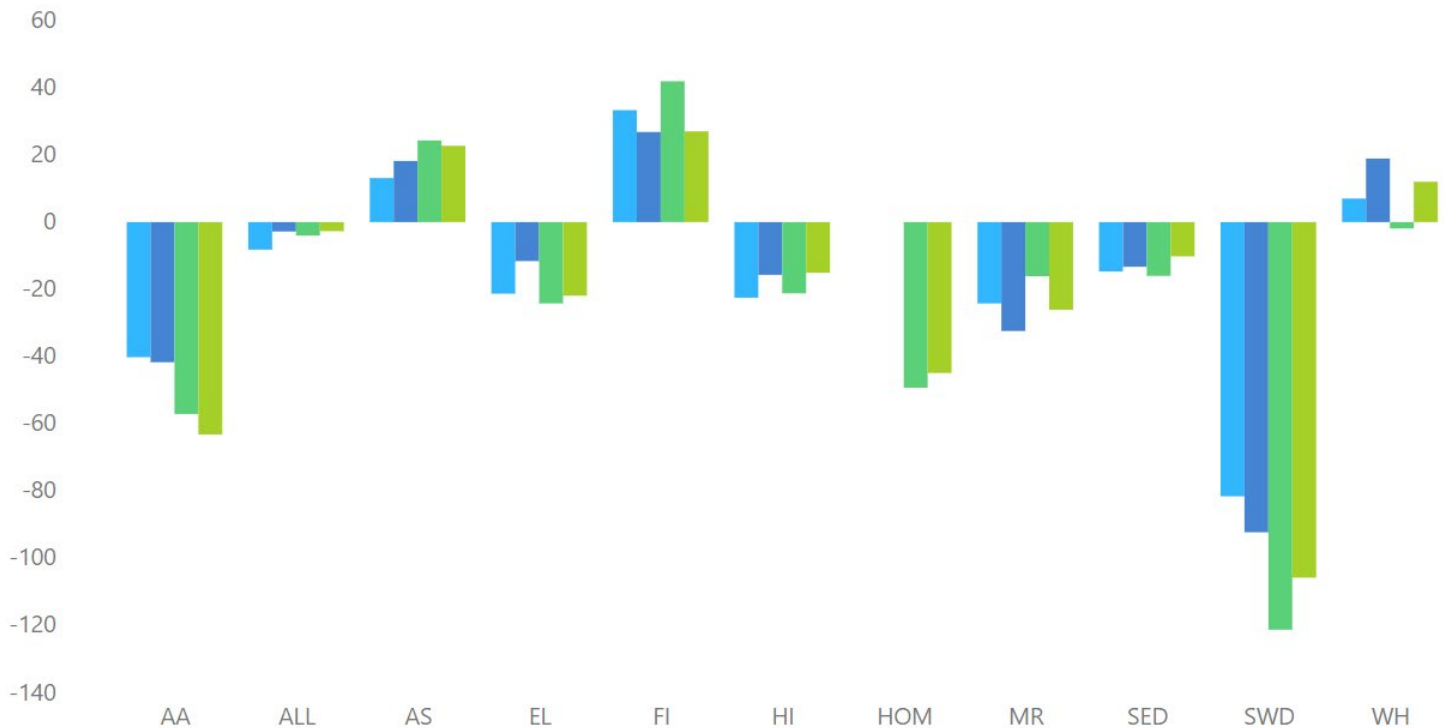
2019 Prelim ELA CAASPP: Area - Percent Above Standard

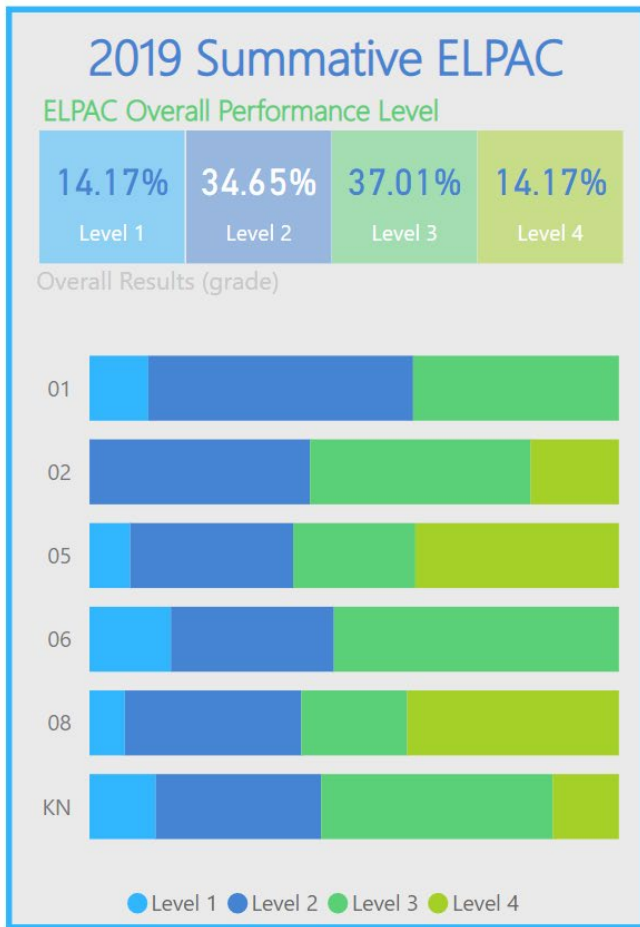




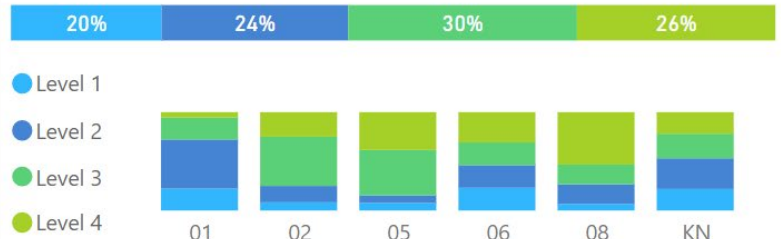
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

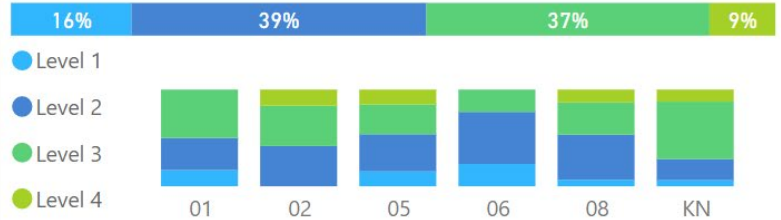




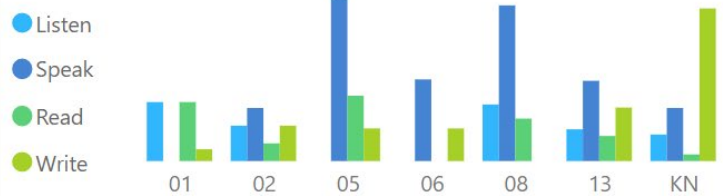
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



English Learner Progress Reclassification Rates



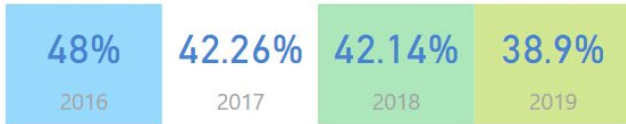
English Learner Progress Indicator (ELPI)

51.1%

ELPI 2019

Math

Percent Met/Exceed Standard: All Students



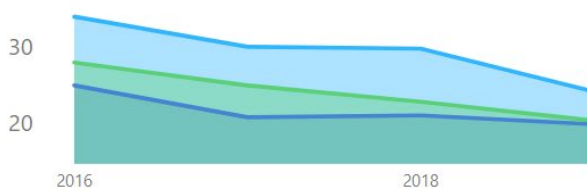
SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded



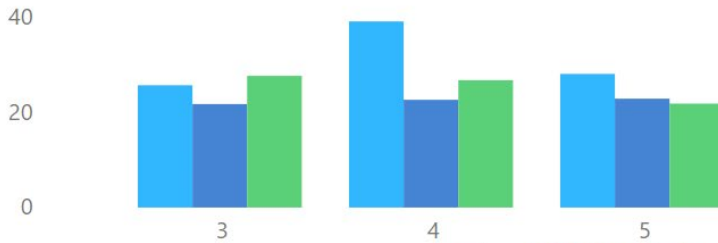
SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning



2019 Math CAASPP: Percent Above Standard

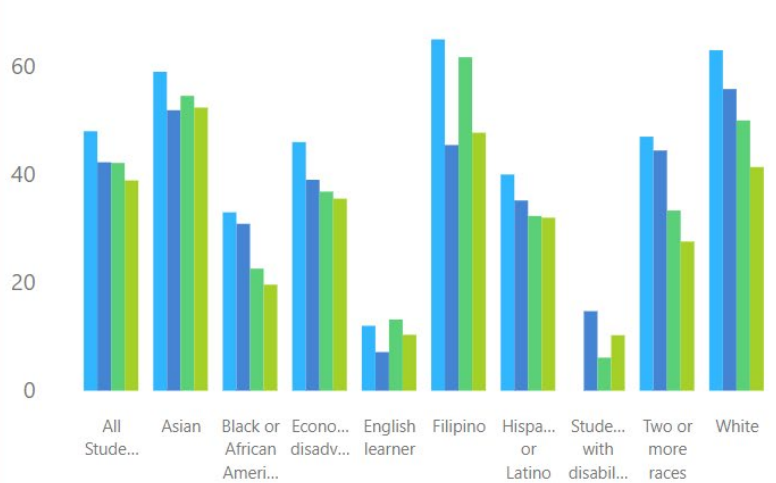
● Concepts ● Problem ● Reasoning



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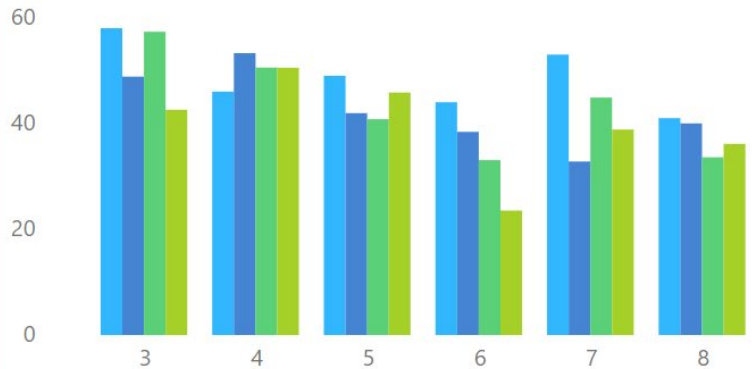
Math CAASPP: Percent Met/Exceed Standard

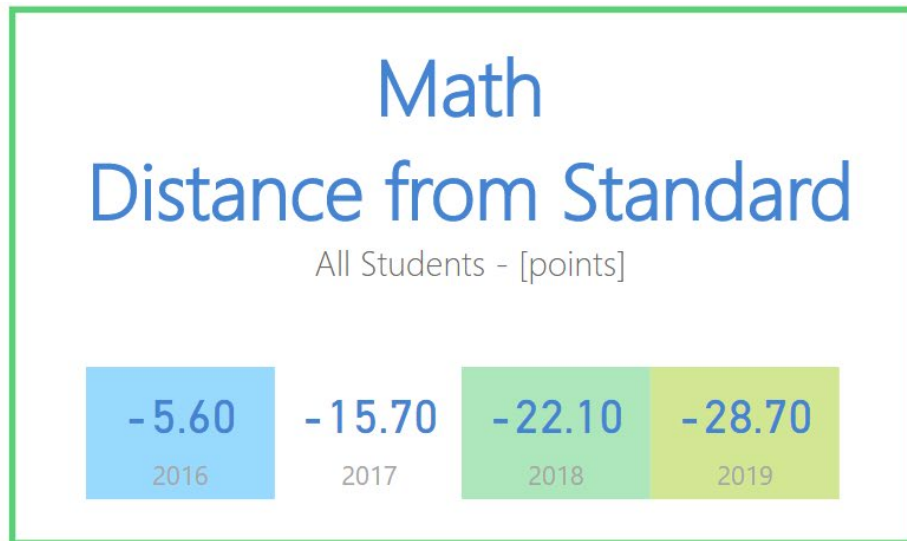
Year ● 2016 ● 2017 ● 2018 ● 2019



Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



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PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

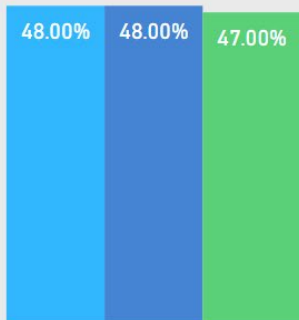
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

PSAT 8/9 Grade 8

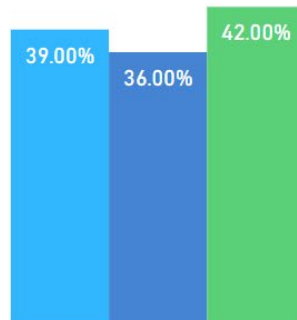
Percent Met Evidence-Based
Reading & Writing
Benchmark

Year ● 2016 ● 2017 ● 2018



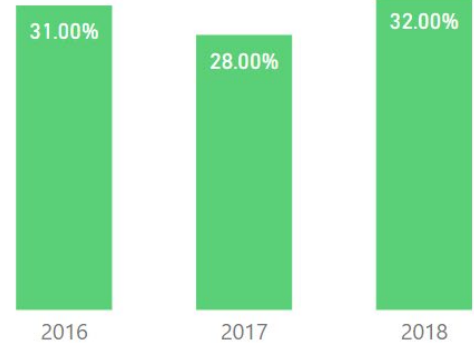
Percent Met Mathematics
Benchmark

Year ● 2016 ● 2017 ● 2018



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Percent Met ERW &
Math Benchmark



Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-4 points below	0 points below
Distance from Standard - ELA (Students with Disabilities)	-115.6 points below	-69.6 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-22.1 points below	-16.1 points below
Distance from Standard - Math (Students with Disabilities)	-137.5 points below	-91.7 points below

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

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, that is focusing on scaffolding of learning for students with the most unfinished learning.

Administration will be doing regular weekly walkthroughs along with Low Inference walkthroughs and timely feedback to teachers based on these classroom visits.

Substitute Teachers for Teacher release time for AVID and PBIS (11700) — $65 \text{ days} \times \$200 = \$13,000$

Teachers continue to receive professional development and coaching individually and as grade levels to improve teaching and learning. Instructional Coach, Program Specialist, Administrators, and consultants will also support teachers with implementation of the new curriculum for ELA/ELD and Math. Rio Calaveras will have three new teachers who will need additional support to refine instructional practices and establish effective learning environments.

Teacher Additional Time for attending PD, planning and collaboration (11500)— $38 \text{ Teachers} \times 4 \text{ hours} \times \$60 \text{ per hour} = \$8,880$

Instructional Coach will provide professional development by providing demonstration lessons and co-teaching opportunities to individual and grade level teachers. The Instructional Coach will also support all teachers with full implementation of the new curriculum. Instructional Coach will provide professional development at Faculty Learning and as needed for individual teachers and/or grade levels within the professional learning community. Instructional Coach also works with individual teachers or grade levels of teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. Instructional Coach assists with facilitation of Academic Conferences twice per year with every grade level. Instructional Coach accompanies new teachers to demo lessons or visits to model classrooms.

Instructional Coach—additional time (19500)— $2 \text{ hours for supporting teachers with planning and collaboration after school. } 2 \text{ Instructional Coaches} \times 2 \text{ hours} \times \$60 = \$240$

Program Specialist will assist Instructional Coach with providing professional development and co-teaching opportunities to individual and grade level teachers. Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The program specialist also works with teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The

program specialist assists and organizes with facilitation of Academic Conferences twice per year with every grade level.

The program specialist will coordinate all state and district assessments such as ELPAC, CAASPP, and PSAT. The program specialist serves as the Bilingual Program Coordinator as well as the AVID Coordinator. Bilingual Paraprofessional Assistant will also provide additional support to EL students

Program Specialist--\$51,886 LCFF--\$77,830 Title I—FTE (19101)

Program Specialist—additional time (19500)—11 hours for supporting teachers with planning and collaboration after school. 10 hours X \$60 = \$600

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$77,830	19101	.6 FTE Program Specialist (salary & benefits)
\$13,000	11700	Substitutes
\$8,880	11500	Teacher Additional Comp
\$240	19500	Instructional Coaches Additional Comp
\$600	19500	Program Specialist Additional Comp
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$51,886	19101	.4 FTE Program Specialist (salary & benefits)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, Subgroup: Students with Disabilities, English Learners

Strategy/Activity

Additional Time and Support:

Struggling primary students will receive additional support before and after school to focus on reading foundational skills and math fluency.

Students in grades K-2 reading below grade level will receive additional support focusing on foundational skills, in grades 3-8 the focus will be on reading comprehension and literacy intervention and math fluency.

Extended day tutoring for students in the identified subgroups for additional time and support in ELA and/or Math will be given the opportunity to enroll in a 9 week before/after school tutoring program. Teachers will provide additional instruction based on the identified needs of individual students and small groups. Teacher will use the grade level resources for intervention strategies in the new curriculum for ELA and Math to support students in the program.

Teachers will provide support to students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills in flexible groups to support comprehension in upper grade levels.

Classroom diagnostic assessments from the Lexia, Reading Plus, and STAR pre-test as well as summative assessment data will be used to identify student needs and monitor student progress. Specific subgroups will also be identified for intervention services using the data.

Extended day tutoring will be offered for students not enrolled in the STEP UP After School Program for additional time and support in ELA and Math. Specific students will be identified to attend the tutoring classes before/after school.

Teachers offer tutoring twice per week for 9 weeks to students before/after school. Assessments listed above will determine students invited to join to the program.

4 Teachers X 9 weeks (18 sessions) X \$60 per hour = \$4,320

The bilingual assistant works with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. The bilingual assistant also works after school to translate for parent conferences and/or meetings.

Bilingual Spanish Assistant (21101)—3.5 hr.--\$18,429

Additional Hourly Pay Calculation for Bilingual Assistant:

12 hours X \$50 = \$600 (Allocating \$602)

Instructional Materials/Supplies include writing project supplies, chart paper, markers, whiteboards, highlighters, letter recognition manipulatives, math manipulatives.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$4,320	11500	Teacher Additional Comp
\$3,000	43110	Instructional Materials/Supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$18,429	21101	.4375 FTE Bilingual Assistant (salary & benefits)
\$602	21500	Classified Additional Comp

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, Subgroups: Students with Disabilities, English Learners, Foster Youth

Strategy/Activity

To foster a positive academic environment to promote the love of reading and improve students reading fluency and comprehension skills through books, staff, intervention resources and activities (e.g., Baseball by the Books)

Students in grade 2 - 8 will have access to the Accelerated Reader Program to build reading fluency and comprehension skills.

Library Media Clerk will assist students in selecting books appropriate for their reading level, will provide students with knowledge in locating and using library services, and modeling reading through the read aloud strategy. Library Media Clerk will also assist with Accelerated Reader implementation and foster a love of reading to all students. New books will be selected and purchased to offer students opportunities to read a wide variety of genres.

Accelerated Reader Student License (58450) --\$11,000

The library media clerk will assist students with appropriate book selection based on Lexile levels. Library Media Clerk will also support the implementation of the Accelerated Reader Program to all students. Weekly word counts and student's goals will be posted to motivate students to read and improve reading comprehension skills. The library media clerk will also work to foster a love of reading for all students and staff including modeling reading with inflection with read alouds.

Library Media Clerk (24101)— 5 hr.--\$37,665--LCFF

Lexia (K-5 grades) and Reading Plus (6-8 grades) is a computer-based assessment that pre-tests students to determine their level and provide support for enhanced direct instruction to focus on areas of improvement.

Lexia and Reading Plus (58450) --\$22,000

Discovery Streaming provides videos to teachers to enhance their lessons to increase student understanding of the concepts being presented in science, ELA, math, etc.

Discovery Streaming (58450) - \$2,000

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$35,000	58450	License Agreements

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$37,665	22601	.625 FTE Library Media Assistant (salary & benefits)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student, Subgroup: Students with Disabilities

Strategy/Activity

Rio Calaveras implements AVID school-wide strategies to all students. Students in grades 7th-8th have the opportunity to select AVID as an elective course. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery.

Rio Calaveras has an AVID Leadership team working on school-wide strategies, such as focused note-taking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on refining these areas and will be providing staff development for the new school year. In addition, grade levels utilize the AVID articulation matrix as a tool for implementing WICOR strategies, for note-taking, use of agendas/planners, and levels of thinking and questioning at different grade levels.

Rio Calaveras continues its focus on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, planners, and materials. Providing the resources and materials required for students to be successful in the organizational component of the program and college visits.

Conferences (In-Person and/or Virtual) - \$20,000:

Rio Calaveras has a team of 14 teachers, 2 administrators, 1 counselor, 1 program specialist attending the AVID Summer Institute in Sacramento this summer. Next year Rio Calaveras may be funding the AVID Summer Institute in southern California due to the Sacramento location not being an option. The goal is for all Rio Calaveras teachers to attend an AVID Summer Institute training for full implementation of the program/strategies.

Instructional Materials/Supplies - \$7,709: Applicable supplemental instructional materials include: planners, binders, pencil pouches, sheet protectors, dividers, spiral notebooks, novels/books, markers, highlighters, White boards, clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase

markers, crayons, journals, highlighters, sentence strips, pipe cleaners, journals, and composition books.

Equipment - \$TBD: projectors with ceiling mount installation, documents cameras, classroom printers.

Maintenance Agreements - \$7,000: Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating - \$3,000: Expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$7,709	43110	Instructional Materials/Supplies
\$7,000	56590	Maintenance Agreements
\$20,000	52150	Conferences
\$3,000	57150	Duplicating

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

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

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials such as slides, 3D printers and plastic filament, and Project Lead the Way specific project materials.

Equipment would include laptops that runs PLTW and STEM required software.

Proposed Expenditures for this Strategy/Activity 5

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	43110	Instructional Materials/Supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity 6

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

Effectiveness

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

Material Changes

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.

Future Changes

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By May of 2021, reduce suspensions for all students by 3% to 3.4%.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By May of 2021, reduce chronic absenteeism for all students by 1% to 7.2%.

Identified Need

Suspension –

2018: 6.4% with a change of 1.8% - Yellow.

We are in yellow because we maintained and actually decline last year, but I feel like this year we are not on track to continue declining

Yellow on the Dashboard

It is the same students year after year that cause the bulk of the issues. The issues for suspension are major - everyone else gets Friday School repeatedly.

I want to get to the point where our suspensions are dropping continuously until we reach blue on the dashboard

Attendance/Chronic Truancy –

2018: 8.2% chronically absent students with a change of .8% - Orange.

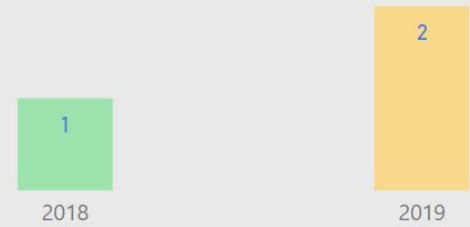
Suspension Rate

All Students
percent of unduplicated suspension



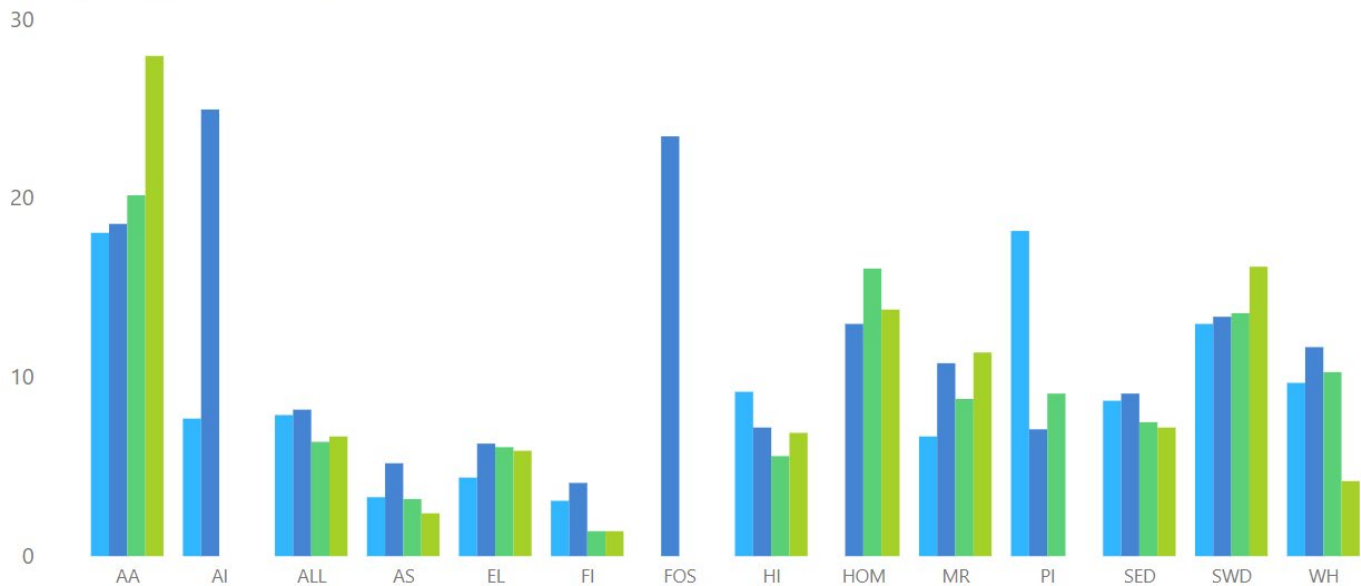
Expulsion

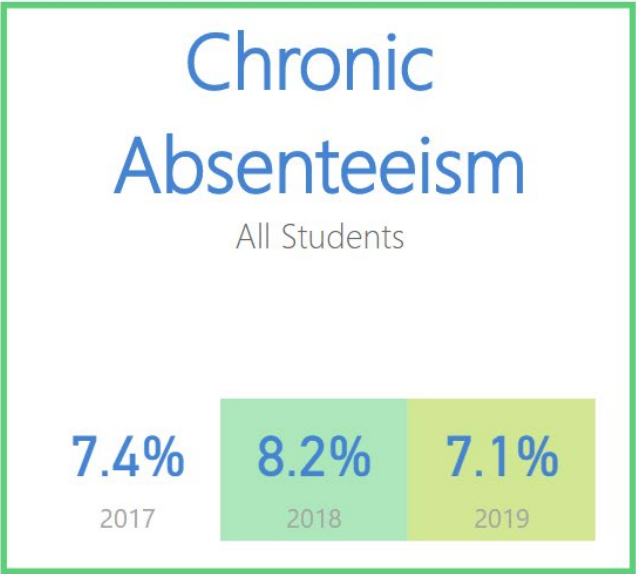
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



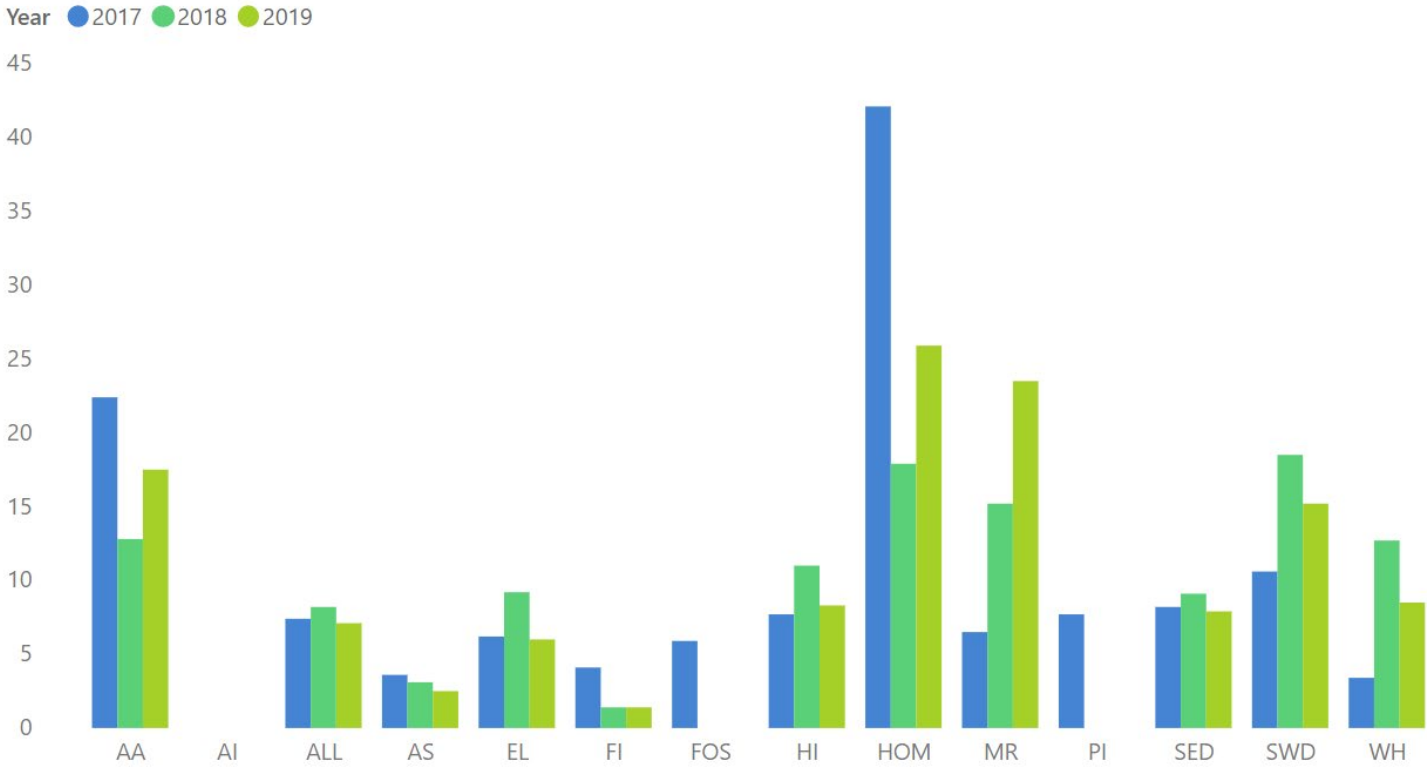
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	6.4%	3.4%
Chronic Absenteeism (All Students)	8.2%	7.2%

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

Implement restorative practices for students in lieu of suspension for non-aggressive or low-aggressive offenses.

The Counselor and teachers work with students after school for 2 hours on restorative practices. The first hour will focus on student reflection and the second hour students will transition to completing community service.

Assistant Principal (.5 FTE) will assist in facilitating restorative practice circles in an alternative setting.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$81,818	13201	.5 FTE Assistant Principal (salary & benefits)

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

Teachers will teach PBIS lessons in the classrooms followed by teacher and student walkthrough with Counselors for demonstration of strategies and practices. Implementation will be monitored by Counselors and Administration.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

PLUS Program is an elective and on-going on our site.

Counselors have been in classrooms doing presentations and meeting with students in groups and one on one.

Effectiveness

Student Forums were well received.

Counselors have been helping students with severe behaviors.

Students Groups are helping students find empathy and work with others, creating some new friendships.

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

Material Changes

Suspensions went up last year.

We lost VCC and Point Break.

We now have 2 full time counselors.

We now have a 2/3 time School Psychologist.

We now have a 2/3 time Mental Health Clinician.

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.

Future Changes

We have now been given a part time Mental Health Clinician who will continue to begin and work with small groups for things identified as needed on campus and will meet with students one on one.

PLUS Program will continued.

School Psychologist should remain at 2/3 time and she will continue to counsel students as needed if they are in crisis.

We will be asking PLUS to step up with more Forums.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By May of 2020, increase reports of bullying at level 1.

Identified Need

Meaningful Partnerships:

Bullying incidents that included, but not limited through social media that infiltrated school causing fights, verbal altercations, and causing students to feel unsafe.

Delayed reporting of bullying incidents during the level 1 stage.

Increased inappropriate parent contact with students due to bullying incidents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Incidents Reported on Anonymous Alerts System	Establish baseline	

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

Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent conferences, communication, after school academic focused activities (e.g., Science Night, Literacy Night, AVID Night, AVID Open House, etc.) parent/student engagement activities (e.g., picnic on the grounds, parent coffee hours, beginning of the year orientation, etc.)

Technology Night to provide parents (and students) knowledge digital citizenship to avoid online and social media bullying and predatory activities.

Anonymous Alerts System is an online anonymous reporting application tool for students and parent to report bullying and predatory activities, including threats of fighting and jumping. Site/student licensing and set-up/training.

Anonymous Alerts Systems (58450) \$1,500

Parent Meeting - \$1,000: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$1,199: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	43400	Parent Meeting
\$1,199	43200	Non-Instructional Materials

\$ Amount(s)	Object Code	Description
\$1,500	58450	License Agreements

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

Implementation

We did Parent Conferences two times during the year at each grade level.

We sent home flyers and made calls out on the family events being offered.

Effectiveness

Picnic on the grounds is heavily attended. Parents and students really enjoy this activity.

We continue to have problems getting parents into nighttime events and open house events.

Majority of parent conferences were well attended.

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

Material Changes

We continue to see a decrease in parent involvement in activities that happen during work times or after school.

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.

Future Changes

Lessen activities by stopping those not well attended and working with all stakeholders to increase parent involvement.

Create multiple opportunities, i.e. come in am or pm.

Trying to get a parent liaison to reach out to parents.

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	\$189,278
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$379,678

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	\$189,278

Subtotal of additional federal funds included for this school: \$189,278

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 (\$)
LCFF	\$190,400

Subtotal of state or local funds included for this school: \$190,400

Total of federal, state, and/or local funds for this school: \$379,678

Budget Spreadsheet Overview – Title I

RIO CALAVERAS

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 185,579
TOTAL BUDGET DISTRIBUTED BELOW	\$ 185,579
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 3,699
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 3,699
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 13,200					\$ 13,200
11700	Teacher Substitute		\$ 13,000					\$ 13,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.6000	\$ 77,830					\$ 77,830
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp		\$ 240					\$ 240
	OTHER Certificated		\$ 600					\$ 600
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 104,870	\$ -	\$ -	\$ -	\$ -	\$ 104,870
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials		\$ 15,709				\$ 1,000	\$ 16,709
43200	Non-Instructional Materials						\$ 1,199	\$ 1,199
43400	Parent Meeting							\$ -
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 15,709	\$ -	\$ -	\$ -	\$ 2,199	\$ 17,908
Services								
57150	Duplicating		\$ 3,000					\$ 3,000
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 7,000					\$ 7,000
56530	Equipment Repair							\$ -
52150	Conference		\$ 20,000					\$ 20,000
58450	License Agreement		\$ 35,000				\$ 1,500	\$ 36,500
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 65,000	\$ -	\$ -	\$ -	\$ 1,500	\$ 66,500
GRAND TOTAL			\$ 185,579	\$ -	\$ -	\$ -	\$ 3,699	

Budget Spreadsheet Overview – LCFF

RIO CALAVERAS

REVISED March 30, 2020

Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 190,400
TOTAL BUDGET DISTRIBUTED BELOW	\$ 190,400
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute						\$ -
12151	Counselor						\$ -
13201	Assistant Principal	0.5000	\$ 81,818				\$ 81,818
19101	Program Specialist	0.4000	\$ 51,886				\$ 51,886
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	0.4375	\$ 18,429				\$ 18,429
24101	Library Media Clerk	0.6250	\$ 37,665				\$ 37,665
29101	Community Assistant						\$ -
	OTHER Classified		\$ 602				\$ 602
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 190,400	\$ -	\$ -	\$ -	\$ 190,400
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials						\$ -
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ -	\$ -	\$ -	\$ -	\$ -
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL			\$ 190,400	\$ -	\$ -	\$ -	\$ 190,400

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Rio Calaveras's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Rio Calaveras's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

\$20,000 – 52150 – Conferences: Due to COVID-19 restrictions pertaining to social distancing and travel policies in-person conferences. Reallocating to webinar trainings.

\$10,000 – 11700 – Teacher Substitutes: Due to COVID-19 restrictions pertaining to social distancing and distancing learning as students are not physically on campus.

\$20,000 – 52170 – Webinar Training: Reallocating to webinar trainings, due to COVID-19 restrictions pertaining to social distancing and travel policies in-person conferences.

LCFF –

\$5,000 – 52170 – Webinar Training: Reallocated funds to increase the number of teachers attending professional development focusing on AVID strategies for schoolwide implementation. Implementation and effectiveness data will be collected on before/after conference surveys and classroom walk throughs for implementations of strategies used.

SPSA: Goal 1, Strategy 2:

Title I –

\$10,000 – 42000 – Books: Reallocated funds to purchase and enhance classroom libraries and classroom set of novels.

SPSA: Goal 1, Strategy 3:

LCFF –

\$37,665 – 22601 – .625 FTE Library Media Assistant: Reduced funds resulting from a vacancy of the position. Recruitment efforts were made and unsuccessful. Since that process, the district implemented a hiring freeze; therefore, recruitment efforts have ceased. Due to COVID-19 restrictions resulting in distance learning the position is no longer needed.

\$10,000 – 58100 – Consultant Instructional: Reallocated funds for a consultant to present to staff on trauma informed instruction and how best to work with our students through Distance Learning and when we return to school. As we know, many of our children have experienced family separations, homelessness, parents losing jobs, and lost family members during this time. It has been challenging to provide services to all of them through Distance Learning, but it would help if we gave teachers the tools to do so. Data will be collected using before and after surveys of teachers, teacher plans and goals going forward to incorporate the learning into their classrooms and end of year survey of teachers and students.

SPSA: Goal 1, Strategy 4:

LCFF –

\$58,050 – 44000 – Equipment: Reallocated funds to purchase projects supporting blended learning strategies. This item has already been identified in the SPSA Version 1; however, funds were not allocated. Now that funding has come available, it is intended 27 close range projectors (and required accessories) will be purchased for mounting to the ceiling.

\$6,558 – 43110 – Instructional Materials/Supplies: Reallocated funds to purchase instructional materials/supplies supporting AVID instructional strategies.

SPSA: Goal 2, Strategy 1:

LCFF –

\$41,973 – 13201 – .5 FTE Assistant Principal: Reduced funds due to initial vacancy of the position mid-year. It has been determined to not move forward with recruitment due to the district's hiring freeze. The position will be closed for the remaining school year.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Rio Calaveras is receiving additional monies in Parent Involvement (Cost Center: 50647). Rio Calaveras's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 52170 – Webinar Training for parents to attend online/virtual trainings to support parent involvement topics.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
RIO CALAVARES	894	680	76.1%	\$ 185,579	\$ 4,131	\$ 189,710	\$ 3,699.00	\$ 432.00

\$1,199 – 43200 – Parent Meeting: Reduced funds due to COVID-19 restrictions pertaining to social distancing policies in-person parent meetings are not able to be conducted.

\$1,199 – 52170 – Webinar Training: Reallocated funds for parents to attend online/virtual trainings to support parent involvement topics.

\$1,000 – 43400 – Parent Meeting: Reduced funds due to COVID-19 restrictions pertaining to social distancing policies in-person parent meetings are not able to be conducted.

\$1,000 – 58320 – Consultant Non-Instructional: Reallocated funds to obtain a consultant to provide parents with social emotional response training on brain-based learning and how the brain is affected by adverse childhood experiences; thereby, enhancing parent communication to support their child.

Rio Calaveras Elementary – Amendments

RIO CALAVERAS #275		As of 01/22/2021 jls		INITIAL BUDGET/DATE		2/24/2021		REVISED BUDGET/DATE		50647 inc by \$432							
TITLE I		TOTAL ALLOCATION		\$ 185,579		LCFF		\$ 190,400		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 4,131			
TOTAL BUDGET DISTRIBUTED BELOW		\$ 185,579						\$ 190,400		TOTAL BUDGET DISTRIBUTED BELOW		\$ 4,131					
TO BE BUDGETED (Should be \$0.)		0						0		TO BE BUDGETED (Should be \$0.)		0					
Object	Description	ACHIEVEMENT						IVIRONMENT		PARTNERSHIPS						TOTAL FTE	TOTAL BUDGET
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		
Personnel Cost-Including Benefits																	
11500	Teacher - Add Comp (incl benefits)		\$ 13,200												\$ 13,200		
11700	Teacher Substitute (incl benefits)		\$ 3,000												\$ 3,000		
12151	Counselor														\$ -		
30000	Statutory Benefits																
12500	Counselor-add Comp (incl benefits)																
13201	Assistant Principal						0.500	\$ 39,423					0.500	\$ 39,424			
30000	Statutory Benefits							\$ -									
19101	Program Specialist	60.000	\$ 53,882	40.000	\$ 36,265								100.000	\$ 90,187			
30000	Statutory Benefits		\$ 23,948		\$ 16,043												
19500	Prog Spec-Add Comp (incl benefits)		\$ 600														
19101	Instructional Coach														\$ -		
30000	Statutory Benefits																
19500	Instr Coach-Add Comp (incl benefits)		\$ 240												\$ 240		
21101	Instructional Asst/CAI														\$ -		
30000	Statutory Benefits																
21500	Inst Asst/CAI -Add Comp(incl benefits)																
21101	Bilingual Assistant												0.438	\$ 15,814			
30000	Statutory Benefits																
21500	Blil Asst-Add Comp (incl benefits)																
22601	Library Media Assistant				\$ -								0.000	\$ -			
30000	Statutory Benefits				\$ -												
22500	Lib Med Asst-Addl Comp (incl benefits)																
22901	Community Assistant														\$ -		
30000	Statutory Benefits																
22500	Comm Asst-Add Comp (incl benefits)																
29101	Parent Liaison														\$ -		
30000	Statutory Benefits																
29500	Par Lia-Add Comp (incl benefits)														\$ -		
Sub Total - Personnel/Benefits			\$ 94,870		\$ 52,308		\$ -		\$ 39,423		\$ -		\$ -		\$ 161,865		
Books & Supplies																	
42000	Books		\$ 10,000												\$ 10,000		
43110	Instructional Materials		\$ 15,709		\$ 6,588										\$ 22,297		
43200	Non-Instructional Materials												\$ -		\$ -		
43400	Parent Meeting												\$ -		\$ -		
44000	Equipment				\$ 58,050										\$ 58,050		
Sub Total - Books & Supplies			\$ 25,709		\$ 64,638		\$ -		\$ -		\$ -		\$ -		\$ 90,347		
Services																	
57150	Duplicating		\$ 3,000												\$ 3,000		
57250	Field Tnp-District Trans														\$ -		
56590	Maintenance Agreement		\$ 7,000												\$ 7,000		
52150	Conference		\$ -												\$ -		
52170	Webinar Training		\$ 20,000		\$ 5,000								\$ 1,631		\$ 26,631		
58450	License Agreement		\$ 35,000										\$ 1,500		\$ 36,500		
58720	Field Tnp-Non-District Trans														\$ -		
58920	Pupil Fees														\$ -		
58100	Consultants-Instructional				\$ 10,000										\$ 10,000		
58320	Consultants-Noninstructional												\$ 1,000		\$ 1,000		
Sub Total - Services			\$ 65,000		\$ 15,000		\$ -		\$ -		\$ -		\$ 4,131		\$ 84,131		
GRAND TOTAL			\$ 185,579		\$ 131,946		\$ -		\$ 39,423		\$ -		\$ -		\$ 4,131		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

School Goal for ELA/ELD: (Must be a SMART Goal)

- ELA: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 100 students.
- EL: By EOY 2022, per ELPAC, increase the number of students who reclassify by 30 students.

School Goal for Math: (Must be a SMART Goal)

- Math: By EOY 2022, per iReady Diagnostic 3 Growth Report, 10% of Grade K-3 students will achieve iReady annual typical growth goals.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Unbound Ed Conference Registration

$\$625.00 \times 7 \text{ teachers} = \$4,375.00$

$\$625.00 \times 1 \text{ principal} = \625.00

Additional Comp for Unbound Ed Conference Attendance

$7 \text{ teachers} \times 13 \text{ hours} \times \$60 \text{ rate of pay} = \$6,000.00$

$1 \text{ principal} \times 13 \text{ hours} \times \$60 \text{ rate of pay} = \975.00

AVID Conference Registration

$\$850.00 \times 12 \text{ staff} = \$10,200.00$

AVID Conference Additional Comp

$10 \text{ teachers} \times 18 \text{ hours} \times \$60 \text{ rate of pay} = \$11,700.00$

$1 \text{ Counselor} \times 18 \text{ hours} \times \$60 \text{ rate of pay} = \$1,170.00$

Title I Additional funds:

1XXXX, 3XXXX Series: \$19,845

5XXXX Series: \$9,788

LCFF fund:

1XXXX, 3XXXX Series: \$975

5XXXX Series: \$625

2021-2022 Strategy Update

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, that is focusing on scaffolding of learning for students with the most unfinished learning. Administration will be doing regular weekly walkthroughs along with Low Inference walkthroughs and timely feedback to teachers based on these classroom visits.

Substitute Teachers for Teacher release time for AVID and PBIS (11700) — 30 days X \$200=\$6,000
Title I (May need to adjust to teacher additional comp instead based on substitute availability.)

Teachers will continue to receive professional development and coaching individually and as grade levels to improve teaching and learning. Instructional Coach, Program Specialist, Administrators, and consultants will also support teachers with implementation of the new curriculum for ELA/ELD and Math. Rio Calaveras will have two teachers who has moved grade level and life levels, three that are still interns, one new to Single Subjects and they will need additional support to refine instructional practices and establish effective learning environments.

Teachers will tutor students before/after school who are low and not performing at their grade level.

Teacher Additional Time for attending PD, planning and collaboration and for tutoring (11500/11700)— 38 Teachers X 21 hours X \$60 per hour= \$50,080 – Title I (Allocating \$41,000, however, if additional funds are available increase to estimate.)

Instructional Coach will provide professional development by providing demonstration lessons and co-teaching opportunities to individual and grade level teachers. The Instructional Coach will also support all teachers with full implementation of the new curriculum. Instructional Coach will provide professional development at Faculty Learning and as needed for individual teachers and/or grade levels within the professional learning community. Instructional Coach also works with individual teachers or grade levels of teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. Instructional Coach assists with facilitation of

Academic Conferences twice per year with every grade level. Instructional Coach accompanies new teachers to demo lessons or visits to model classrooms.

Instructional Coach—additional time (19500)— 2 hours for supporting teachers with planning and collaboration after school. 2 Instructional Coaches X 2 hours X \$60 = \$240 – Title I

Program Specialist will assist Instructional Coach with providing professional development and co-teaching opportunities to individual and grade level teachers. Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The program specialist also works with teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The program specialist assists and organizes with facilitation of Academic Conferences twice per year with every grade level.

The program specialist will coordinate all state and district assessments such as ELPAC, CAASPP, and PSAT.

The program specialist serves as the Bilingual Program Coordinator as well as the AVID Coordinator. Bilingual Paraprofessional Assistant will also provide additional support to EL students

Program Specialist--\$91,000 LCFF--\$49,000 Title I—FTE (19101)

Program Specialist—additional time (19500)—11 hours for supporting teachers with planning and collaboration after school. 10 hours X \$60 = \$600 – Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
103,080	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
91,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Additional Time and Support Many students will return to Rio Calaveras with learning loss after COVID 19.

Students in grades K-2 will receive additional support with tutoring two days per week, prior to or at the end of the school day for foundational skills in Reading and Mathematics. Students in grades 3-8 will focus on reading comprehension and math fluency and concepts. Students qualifying for these services will receive approximately 5 weeks of tutoring based on their i-Ready (beginning of year) scores and can be set up to continue to receive tutoring for the next 5-week period based on their second set of i-Ready scores.

This will be a fluid group and Grade 7 and 8 Math can be done on a drop in basis when help is needed as well as be invited to participate for the full 5 weeks. Teachers will use lesson materials printed from Lexia, Reading PLUS, Benchmark, Savaas, and Ready Math to help students begin to strengthen their skills in their area of need based on CASS. Classroom diagnostic assessment in i-Ready, Lexia, Reading PLUS, Benchmark, Savaas and Ready Math will be used for pre and post data.

9 teachers at 2 days per week for 3 5-week sessions = 30 sessions X 9 teachers at \$60.00 per hour = \$16,200 – Title I

The Bilingual Assistant will work with the program specialist and teachers to develop lessons that provide stronger language support in strategies such preview-review, re-teaching, guided reading and close reading by the Bilingual Assistant. Bilingual Spanish Assistant 3.5 hours per day for a total of \$19,365 – LCFF

Additional comp for the Bilingual Assistant to provide extra support for struggling newcomer students and to provide translation for parents as needed in Spanish LCFF \$3,596

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
16,200	1000 Series	Certificated Personnel Costs (including benefits)
22,961	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
19,365	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

To foster a positive academic environment to promote the love of reading and improve students reading fluency and comprehension skills through books, staff, intervention resources and activities (e.g. Accelerated Reader and Baseball by the Books.

License Agreements: \$46,208 – Title I

Students in grades 2-8 will have access to the Accelerated Reader Program to build fluency and comprehension skills. Accelerated Reader Licenses (58450) \$11,208.00

Lexia (K-5) and Reading PLUS (6-8 grade) is a computer bases assessment and reading comprehension and fluency program that pre-tests students to determine their levels to provide support for enhanced direct instruction to focus on areas of improvement. \$22,400.00

Lexia Language Development Program: Lexia English is an adaptive, blended learning speaking, listening and grammar program that supports students' English language development through academic conversations. It follows an asset-based model and is infused with culturally responsive pedagogy. The program was created by CA educators, built specifically to CA ELD standards, and provides progress monitoring showing student's real time progress and growth across all proficiency levels. (58450) \$9,000

Discovery Streaming provides videos to teachers to enhance their lessons to increase student understanding of the concepts being presented in Science, ELA, Math, and Social Studies. \$2,000.00

EduPuzzle provides teachers with videos that students can watch and then allows them to create assessments for the topics they watch the videos on that go hand in hand with the CSS and our core curriculum. \$1,600.00

The Library Media Assistant will assist students in grades 1-8 in selecting appropriate books for their reading level, will provide students with knowledge on locating and using Library Services, and will model reading through using the read aloud strategy. The Library Media Assistant will also assist with Accelerated Reader implementation and foster a love of reading for all students. The Library Media Assistant will host read aloud's for the student in the library in grades K-2. They will help students select books based on their lexile levels and will support the full implementation of the AR program through weekly word counts and students goals will be posted to motivate students to read and improve their skills. (24101) 5 hr. (0.625) \$53,399 - LCFF

Books \$5,000 - Title I

New books will be selected to purchase for students to be offered opportunities to read a wide variety of genres.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
5,000	4000 Series	Books & Supplies
46,208	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
53,399	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Rio Calaveras implements AVID school-wide strategies to all students. Students in grades 7th-8th have the opportunity to select AVID as an elective course. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery. Rio Calaveras has an AVID Leadership team working on school-wide strategies, such as focused note-taking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on refining these areas and will be providing staff development for the new school year.

In addition, grade levels utilize the AVID articulation matrix as a tool for implementing WICOR strategies, for note-taking, use of agendas/planners, and levels of thinking and questioning at different grade levels. Rio Calaveras continues its focus on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, planners, and materials. Providing the resources and materials required for students to be successful in the organizational component of the program and college visits.

Conferences (In-Person and/or Virtual) - \$15,000 – Title I: Rio Calaveras will offer the 2021-2022 Summer Institute to a team of 3 teachers, 2 administrators, 1 counselor to attend the AVID Summer Institute. The goal is for the AVID Leadership Team members to attend at least every other year to be able to come back to the site and train teachers on strategies learned as well as for new teachers to become AVID certified.

Instructional Materials/Supplies - \$15,000 – Title I: Applicable supplemental instructional materials include: planners, binders, pencil pouches, sheet protectors, dividers, spiral notebooks, novels/books, markers, highlighters, White boards, clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, copy paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet/dry erase markers.

****General supplies are unallowable using State & Federal funds.****

6 Teachers from the Leadership Team and 1 administrator will attend the PLC Conference in 2021-2022 (Location and dates TBD) to bring back best practices and training for teachers new to the profession. If the conference is not available we will participate in the professional development modules for PLC's at a time to be determined. \$15,000 Title I

Teacher and staff handbooks that are used during staff meetings for Professional Development of best practices (through Reprographics of SUSD), scaffolding, PBIS lessons and planning \$3000, Title I

Duplicating \$6,000 Title I (57150) (teacher handbooks and planners) to support instructional and AVID strategies implementation and student organization.

Rio Calaveras Maintenance Agreements - \$11,000 - LCFF: Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
25,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
9,000	4000 Series	Books & Supplies
26,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
10,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
35,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Everything in the strategy will remain the same except, Library Media Assistant.

2021-2022 Strategy Adjustment

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials such as slides, 3D printers and plastic filament, and Project Lead the Way specific project materials. Equipment would include laptops that runs PLTW and STEM required software.

Instructional Materials: \$3,596 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
3,596	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students opportunities to:

*interact with their peers who will attend their kindergarten class promoting social skills,

*establish a connection between the kindergarten teacher and preschooler,

*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and

*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

School Goal for Suspension: (Must be a SMART Goal)

Reduce suspensions from 2019 available date of 3.4 to 3.0 for the 2021-2022 school year (COVID shut down of schools froze suspension data as there were no suspend-able offenses during Distance Learning).

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By May of 2022, reduce chronic absenteeism for all students to 6.9%

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

During Distance Learning Rio Calaveras did not have any suspension data to report. Now that we are returning to school our goal is to reduce suspensions of the most current data for 2019. We recognize the need to continue ongoing, timely communication with parents over discipline and behavior issues via Class Dojo and calls home.

Our goal is to not only reduce pre-COVID suspension numbers, but to increase the use of counselors and teacher classroom management skills to decrease the rate of referrals to the school office.

Through District Services we will continue to provide our most challenged students with access to counselors and Mental Health personnel. Students with low-aggressive behaviors will be referred to counseling, offered opportunities to correct behaviors, assigned to detention and given opportunities to participate in restorative practices to help reduce suspensions. During COVID our attendance data saw a slight increase over 2019 percentages. This was often due to families leaving the country or the county without informing the school and CWA tirelessly attempting to contact parents. Because of this our goal is to decrease our chronic absenteeism over not only 2020 percentages, but 2019 percentages as well to 6.9%.

We will ensure that staff are trained in PBIS, classroom management tools, and that our teachers are reaching out to parents and students over absences resulting in 3 or more lost days of school attendance.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Teachers will teach PBIS lessons in the classrooms followed by teacher and student walkthrough with Counselors for demonstration of strategies and practices. Implementation will be monitored by Counselors and Administration. Administration will make every attempt to be visible at every lunch hour throughout the week and during beginning and ending of school times. We will also hold assemblies to review Rio's schoolwide PBIS plan including COVID guidelines for attendance.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

During the 2021-22 school year Henry will increase parent/ community participation and other meaningful partnerships by 10%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Parent Involvement funds for Goal 1, Strategy 1 is \$4,010.

2021-2022 Strategy Adjustment

Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent conferences, communication, after school academic focused activities (e.g., Science Night, Literacy Night, AVID Night, AVID Open House, etc.) parent/student engagement activities (e.g., picnic on the grounds, parent coffee hours, beginning of the year orientation, etc.) Technology Night to provide parents (and students) knowledge digital citizenship to avoid online and social media bullying and predatory activities. (\$1,500, if additional funds are available.)

Parent Meeting - \$2,500: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$1,494: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
3,994	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

RIO CALAVERAS #275

RIO CALAVERAS #275

INITIAL BUDGET/DATE

2/24/2021

REVISED BUDGET/DATE

50647 inc by \$432

TITLE I		TOTAL ALLOCATION		\$ 215,212		LCFF		\$ 190,400		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 4,010	
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 215,212				\$ 190,400				TOTAL BUDGET DISTRIBUTED BELOW		\$ 4,010	
		TO BE BUDGETED (Should be \$0.)		0				0				TO BE BUDGETED (Should be \$0.)		0	

Object	Description	ACHIEVEMENT						IVIRONMENT		PARTNERSHIPS						TOTAL FTE	TOTAL BUDGET
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		
Personnel Cost-Including Benefits																	
11500	Teacher - Add Comp (incl benefits)		\$ 33,045														\$ 33,045
22500	Comm Asst-Add Comp (incl benefits)																
29101	Parent Liaison																\$ -
30000	Statutory Benefits																
29500	Par Lia-Add Comp (incl benefits)																\$ -
Sub Total - Personnel/Benefits			\$ 114,715		\$ 52,308		\$ -		\$ 39,423		\$ -		\$ -		\$ -		\$ 181,710
Books & Supplies																	
42000	Books		\$ 10,000														\$ 10,000
43110	Instructional Materials		\$ 15,709		\$ 6,588												\$ 22,297
43200	Non-Instructional Materials														\$ -		\$ -
43400	Parent Meeting														\$ -		\$ -
44000	Equipment				\$ 58,050												\$ 58,050
Sub Total - Books & Supplies			\$ 25,709		\$ 64,638		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 90,347
Services																	
57150	Duplicating		\$ 3,000														\$ 3,000
57250	Field Trip-District Trans																\$ -
56590	Maintenance Agreement		\$ 7,000														\$ 7,000
52150	Conference		\$ 9,788														\$ 9,788
52170	Webinar Training		\$ 20,000		\$ 5,000										\$ 1,510		\$ 26,510
58450	License Agreement		\$ 35,000												\$ 1,500		\$ 36,500
58720	Field Trip-Non-District Trans																\$ -
58920	Pupil Fees																\$ -
58100	Consultants-Instructional				\$ 10,000												\$ 10,000
58320	Consultants-Noninstructional														\$ 1,000		\$ 1,000
Sub Total - Services			\$ 74,788		\$ 15,000		\$ -		\$ -		\$ -		\$ -		\$ 4,010		\$ 93,798
GRAND TOTAL			\$ 215,212		\$ 131,946		\$ -		\$ 39,423		\$ -		\$ -		\$ 4,010		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
RIO CALAVARES - 275 - R1
PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION				\$ 215,212		LCFF		TOTAL ALLOCATION				\$ 178,360		TITLE I - PARENT - 50647				TOTAL ALLOCATION				\$ 3,994	
TOTAL BUDGET DISTRIBUTED BELOW		\$ 215,212						TOTAL BUDGET DISTRIBUTED BELOW		\$ 178,360				TOTAL BUDGET DISTRIBUTED BELOW				\$ 3,994							
TO BE BUDGETED (Should be \$0.)		0						TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)				0							
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET						
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS			FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS				
Personnel Cost-Including Benefits																									
* 11500	Teacher - Add Comp (incl benefits)	0.000	\$ 41,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 41,000				
11700	Teacher Substitute (incl benefits)	0.000	\$ 6,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 6,000				
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -				
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -				
19101	Program Specialist (incl benefits)	0.350	\$ 49,000	0.650	\$ 91,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000	1.000	\$ 140,000					
19500	Prog Spec-Add Comp (incl benefits)	0.000	\$ 600	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 600				
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
19500	Instr Coach-Add Comp (incl benefits)	0.000	\$ 240	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 240				
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
21500	Inst Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
21101	Bilingual Assistant (incl benefits)			0.438	\$ 19,365			0.000				0.000				0.000			0.438	\$ 19,365					
21500	Bit Asst-Add Comp (incl benefits)			0.000	\$ 3,596			0.000				0.000				0.000			0.000	\$ 3,596					
22601	Library Media Assistant (incl benefits)			0.625	\$ 53,399			0.000				0.000				0.000			0.625	\$ 53,399					
22500	Lib Med Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000			0.000	\$ -					
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -					
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -					
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -					
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		\$ -					
Sub Total - Personnel/Benefits			\$ 96,840		\$ 167,360		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 264,200					
Books & Supplies																									
** 43110	Books/Supplies/Materials (less than \$500 per item)		\$ 20,000															\$ 1,494		\$ 41,000					
43400	Parent Meeting																	\$ 2,500		\$ -					
44000	Equipment (\$500 - \$4999.99 per item)		\$ 11,500																	\$ -					
Sub Total - Books & Supplies			\$ 31,500		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 3,994	\$ 41,000					
Services																									
57150	Duplicating		\$ 6,000																	\$ 41,000					
57250	Field Trip-District/Non-District Trans																			\$ 6,000					
56590	Maintenance Agreement			\$ 11,000																\$ -					
52150	Conference		\$ 29,664																	\$ -					
58450	License Agreement		\$ 46,208																	\$ -					
58920	Pupil Fees																			\$ 600					
58100	Consultants-Instructional/Non-Instructional		\$ 5,000																	\$ -					
Sub Total - Services			\$ 86,872		\$ 11,000		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -					
GRAND TOTAL			\$ 215,212		\$ 178,360		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 3,994						

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: R1

RIO CALAVERAS K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2031A391	ASSISTANT PRINCIPAL II	0090	12303421R1	13201	0.5000	0.5000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27203661	PROGRAM SPEC	0090	12303021R1	19101	0.4000	0.4000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27203661	PROGRAM SPEC	3010	15064321R1	19101	0.6000	0.6000
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64163799	LIBRARY MEDIA ASSISTANT	0090	12303024R1	22601	0.6250	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71255744	BILINGUAL ASST/SPANISH	0091	12302010R1	21101	0.4375	1.0000
TOTALS, THIS LOCATION: 275										2.5625	

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On 02/05/2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-2022 school year.

Site Administrator's Approval:

[Signature]

DATE: 02/05/2021

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca

Report Location: CDD \ Accounting\ State and Federal

User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020

Current Time: 04:05:14

Page #: 28

2020-2021 SPSA Evaluation

Rio Calaveras 2020-2021 SPSA Evaluation

Goal 1 Student Achievement	Actions/Activities & Strategies	What is working and why? (Effective Indicators)	What is NOT working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p>ELA/ELD:</p> <p>All students at Rio Calaveras will change their distance from standard to the positive by 3 points</p> <p>Math:</p> <p>All students at Rio Calaveras will change their distance from standard to the positive by 6 points</p>	<p>Provide teachers with professional learning opportunities to supplement core instruction such as co-teach, demo lessons in the classroom, PLC conference, AVID conference, data analysis, that is focusing on scaffolding of learning for students with the most unfinished learning.</p> <p>Administrators will do weekly walk-throughs along with low inference walkthroughs</p> <p>Teacher additional hours for Professional Development attendance.</p> <p>Instructional coaches will provide professional development through co-teaching opportunities</p>	<p>Strategy 1/Activity 1:</p> <p>The past year with the pandemic has made it difficult to attend conferences. We do have 15 teachers and administrators attending Unbound Ed and AVID this summer.</p> <p>The AVID Leadership Team has been trained on low inference note taking and has practiced this with videos of each other teaching a lesson.</p> <p>Our teachers did attend (voluntarily AVID trainings after hours)</p> <p>Teachers were given training in Math for Ready Math by our coach 3 times throughout the year and training on Benchmark 3</p>	<p>Strategy 1/Activity 2:</p> <p>There are no ineffective indicators.</p>	<p>Strategy 1/Activity 1:</p> <p>There are no modifications</p> <p>We will continue with staff meetings being training opportunities for the most part for the next school year as it has been effective.</p>

	<p>to individual and grade levels. They will support teachers with full implementation of the new adoptions of curriculum for Math and ELA</p>	<p>times throughout the year. We also trained on pulling apart standards and practiced this through PD. They have been trained on dealing with students who have suffered trauma in the classroom and are having training on equity at this time.</p> <p>iReady Fall to Winter Math Data:</p> <table><tr><th>Fall iReady:</th><th>Winter</th></tr><tr><td>Tier 3 (Red): 26%</td><td>22%</td></tr><tr><td>Tier 2 (Yell): 47%</td><td>43%</td></tr><tr><td>Tier 1 (Gm): 27%</td><td>35%</td></tr></table> <p>iReady Fall to Winter Reading Data:</p> <table><tr><th>Fall iReady</th><th>Winter</th></tr><tr><td>Tier 3 (Red): 29%</td><td>25%</td></tr><tr><td>Tier 2 (Yell): 36%</td><td>29%</td></tr><tr><td>Tier 1 (Gm): 35%</td><td>46%</td></tr></table> <p>Coaches are readily available as needed for the new and veteran teachers to assist with distance learning, virtual curriculum implementation, and other support. They work closely with the PS on Iready pathway progress and academic conferences.</p>	Fall iReady:	Winter	Tier 3 (Red): 26%	22%	Tier 2 (Yell): 47%	43%	Tier 1 (Gm): 27%	35%	Fall iReady	Winter	Tier 3 (Red): 29%	25%	Tier 2 (Yell): 36%	29%	Tier 1 (Gm): 35%	46%		
Fall iReady:	Winter																			
Tier 3 (Red): 26%	22%																			
Tier 2 (Yell): 47%	43%																			
Tier 1 (Gm): 27%	35%																			
Fall iReady	Winter																			
Tier 3 (Red): 29%	25%																			
Tier 2 (Yell): 36%	29%																			
Tier 1 (Gm): 35%	46%																			

<p>Goal 1/Strategy 2</p> <p>All students at Rio Calaveras will change their distance from standard to the positive by 3 points</p> <p>Math:</p> <p>All students at Rio Calaveras will change their distance from standard to the positive by 6 points</p>	<p>Strategy 1/Activity 2:</p> <p>Struggling students will receive additional support before and after school to focus on foundational reading skills and math fluency</p> <p>Students in grades K-2 reading below grade level will receive additional support focusing on foundational skills, in grades 3-8 will focus on comprehension and literacy intervention and math fluency.</p> <p>Extended day tutoring for students in the identified subgroups for additional time and support in ELA/Math</p>	<p>Strategy 1/Activity 2:</p> <p>Students were able to receive tutoring by our staff before and after school in reading fluency and foundations skills and Math foundations skills throughout the pandemic and distance learning</p>	<p>Strategy 1/Activity 2:</p> <p>There are no ineffective indicators</p>	<p>Strategy 1/Activity 2:</p> <p>There are no modifications Tutoring was still offered during Distance Learning</p>
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<p>Strategy 1/Activity 3</p> <p>Goal 1/Strategy 2</p> <p>All students at Rio Calaveras will change their distance from standard to the positive by 3 points</p> <p>Math:</p> <p>All students at Rio Calaveras will change their distance from standard to the positive by 6 points</p>	<p>Strategy 1/Activity 3:</p> <p>Students in grades 2-8 will have access to Accelerated Reader Program to build fluency and comprehension skills.</p> <p>The Library Media Clerk will assist students in selecting books appropriate for their reading level, will provide students with knowledge in locating and using library services and modeling reading through the read aloud strategy. The Library Media clerk will assist students with appropriate book selection based on their Lexile Levels.</p> <p>Lexia K-5 and Reading Plus for 6-8 is a computer based assessment that pretests students to determine their level and provide support for enhanced</p>	<p>Strategy 1/Activity 3:</p> <p>Students in grades 2-8 did have access to Accelerated Reader Program to build fluency and comprehension skills.</p> <p>The Library Media Clerk was not available during the 2020-2021 school year</p> <p>Students were given access to SORA and encouraged to use the program for the completion of Accelerated Reader</p>	<p>Strategy 1/Activity 3:</p> <p>There were no negative indicators</p>	<p>Strategy 1/Activity 3:</p> <p>The Library Media position was eliminated until we can find out if students can use the library in 2021-2022 school year.</p>
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<p>Strategy 1/Activity 4:</p> <p>All students at Rio Calaveras will change their distance from standard to the positive by 3 points</p> <p>Math:</p> <p>All students at Rio Calaveras will change their distance from standard to the positive by 6 points</p>	<p>direct instruction to focus on areas of improvement</p> <p>Goal 1/Activity 4</p> <p>Rio Calaveras implements AVID school-wide strategies to all students. Students in grades 7-8 have the opportunity to select AVID as an elective course. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery.</p> <p>Rio Calaveras has an AVID Leadership Team working on school-wide strategies such as focus note-taking, marking the text and levels of inquiry. Grade Levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on</p>	<p>Strategy 1/Activity 4:</p> <p>We had our AVID coordinators provide professional development to all teachers and staff prior to the beginning of the school year for 2020-2021 virtually. We have 5 staff attend AVID training for Summer Institute virtually and much of our staff attended AVID training offered by the District throughout the school year.</p> <p>Supplies were purchased and handed out at our Drive Through Disbursement Days</p>	<p>Strategy 1/Activity 4:</p> <p>There were no ineffective indicators</p>	<p>Strategy 1/Activity 4:</p> <p>Changes made were that we purchased our teachers and our AVID students a Rocketbook notebook for note-taking that can be transferred onto the computer. We also sent staff to virtual AVID training and not physical.</p>
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	<p>refining these areas and will be providing staff development for our new school year.</p> <p>Rio Calaveras has a team of 14 teachers, 2 administrators, 1 counselor, 1 program specialist attending the summer institute in Sacramento in 2020-2021</p> <p>We will purchase instructional supplies that provide staff and students with the tools needed to participate in the AVID strategies</p>			
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<p>Goal 1/Strategy 5</p> <p>All students at Rio Calaveras will change their distance from standard to the positive by 3 points</p> <p>Math:</p> <p>All students at Rio Calaveras will change their distance from standard to the positive by 6 points</p>	<p>Goal 1/Strategy 5</p> <p>Teachers will enhance NGSS (science) curriculum through hands-on Science Experiments with PLTW with STEM projects.</p>	<p>Goal 1/ Strategy 5:</p> <p>Even with DL our teachers were able to give out materials to do certain live experiments for Science</p>	<p>Goal 1 / Strategy 5:</p> <p>There were no negative indicators</p>	<p>Goal 1/Strategy 5</p>
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<p>Goal 2: School Climate</p> <p>By May of 2021 we will reduce our suspensions for all students by 3%</p> <p>By May or 2021 we will reduce chronic absenteeism for all students by 1% to 7.2%</p>	<p>Goal 2/Strategy 1</p> <p>Implement restorative practices for students in lieu of suspension for non-aggressive or low aggressive offenses</p> <p>The counselor and teachers work with students after school for 2 hours of restorative practices. The first hour will be on reflection and the second hour will transition to completing community service.</p> <p>A .5 FTE Assistant Principal will be hired to facilitate the restorative practice circles in alternative settings.</p>	<p>Goal 2/Strategy 1</p> <p>During DL it was not possible to have students come on campus and complete RP or CS, however, we did counsel students misbehaving on Zoom and continued with phone calls home and SST's</p> <p>Half way through the year our AP took another job outside of the District and we were told we would be cut in staff by a .5FTE for AP for next year so we dropped th3 position.</p>	<p>Goal 2/Strategy 1</p> <p>There are no negative indicators</p>	<p>Goal 2/Strategy 1:</p> <p>We modified this strategy by not filling the open assistant principal position.</p>
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<p>Goal 3</p> <p>By May of 2021 increase the reports of bullying at Level 1</p>	<p>Goal 3/Strategy 1</p> <p>Provide parents with support and resources that empowered them to be engaged in their student's learning such as parent conferences, communication, after school academic focus activities such as Science, Literacy and AVID nights</p> <p>Technology Night</p> <p>Anonymous Alerts System to Report Bullying</p>	<p>Goal 3/Strategy 1</p> <p>We provided AVID night virtually with many activities that parents could drop in on via Zoom</p> <p>Due to COVID we could not hold parent nights on campus and did not hold Literacy or Technology or Science Nights.</p> <p>Anonymous Alerts was turned on, but we could not train students and parents in usage of it due to COVID</p>	<p>Goal 3/Strategy 1</p> <p>We could not do Anonymous Alerts, or the parent nights.</p>	<p>Goal 3/ Strategy 1:</p> <p>We modified to online parent coffees, Angela Beyer's with parents on Trauma and with the Parent Cafe put on by District</p> <p>We will continue to plan for these nights as we return to campus</p>
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Comprehensive School Profile Data:

Continuous Improvement

Decision Making Model-Essential Questions

1. Current Performance (Do I know where I am at?)	2. Gap Analysis (Do I know the gap of where I am at and where I want to be?)	3. Cause Analysis (Do I know what's causing me to be where I am?)	4. Design & Development (Do I know what to do to get where I want to be?)	5. Success Assurances (Do I know what I need to do to assure that what I do works?)	6. Implementation and Evaluation (Do I know what I need to do to confirm what I do works?)
<p>ELA:</p> <p>2017 - 48.59 Proficient or Advanced 2018 - 49.63 Proficient or Advanced 2019 - 50.46 Proficient or Advanced</p> <p>Distance from Standard:</p> <p>2017 - -2.80 2018 - - 4.00 2019 - -6.20</p> <p>Distance from Standard: AA 2017 - 41 2018 - 58 2019 - 78</p>	<p>Distance from 3 in ELA on CAASPP has grown steadily even though our amount of proficient and advanced students has grown annually</p> <p>From 3rd to 4th grade all students have exceeded their 3rd grade scores in all areas. 5th grade students</p>	<p>3rd grade is still a year of foundations in education since many students come to us with unfinished learning. Often 3rd grade teachers find themselves trying to make up for learning gaps from grades K-2.</p> <p>Developmentally some students are</p>	<p>Teachers in all grade levels need training in scaffolding and small group focus work</p> <p>We need to focus on Writing Skills throughout all grade levels - we need to start with writing a good, strong sentence and then moving onto paragraph</p>	<p>We will begin with a pre-test and writing sample at the beginning of the year.</p> <p>Pre-test will be on Lexia, Reading Plus, Power Up, STAR (AR) Reading and i-Ready ELA.</p> <p>Administration will be completing walk through visits with feedback to teachers on delivery of instruction and for small group interventions.</p> <p>We will be looking at and monitoring student engagement and what is</p>	<p>Post Assessment and looking at students targeted for 0 period and 7th period intervention throughout intervention with final assessment on i-Ready and CAASPP scores for 2020-2021..</p> <p>Academic Conferences will continue to focus on test scores and the major work in each grade level and power standards which began in 2019-2020</p> <p>PLC Agenda and Staff Agendas will show professional development on AVID strategies and strategies to help teachers plan with scaffolding and to work on the major work of the grade level.</p>

Continuous Improvement

Decision Making Model-Essential Questions

<p>Asians 2017 - +18 2018 - +22 2019 - +20</p> <p>Filipino 2017 - +23 2018 - +41 2019 - +23</p> <p>HI 2017- -18 2018- -21 2019- -18</p> <p>Homeless 2018- -45 2019 -- no information</p>	<p>show larger scores in writing and Research. There is a huge gap between how students perform in 5th grade and in 6th grade especially in writing and listening. In 7th grade Listening scores stayed low and in 8th grade they maintained. In 8th grade scores were lower than 7th graders in all areas.</p>	<p>just not ready to be reading by the end of kindergarten which puts them behind their peers</p> <p>Students have a harder time listening to directions in older grades</p>	<p>writing and then multiple paragraphs</p> <p>Continue focusing on Reading Comprehension skills both in informational text and literary response</p> <p>Teachers will teach academic vocabulary through demonstration of meaning. They will focus on academic words, and what those words are asking students to do.</p>	<p>being used for intervention.</p> <p>We will be working on Power Standards and the major work of the grade level throughout the year in PLC's and Staff Meetings to ensure we are providing opportunities for students to access Core Curriculum.</p> <p>We will be providing staff with professional development in Scaffolding strategies to allow access for all students of Core, Grade Level Curriculum through staff meetings and PLC's.</p> <p>We will continue to use Lexia, Power Up and Reading Plus to increase</p>	<p>We will be looking at and monitoring our SMART Goals around the major work of the grade level standards</p> <p>Administration will continue to monitor teaching and strategies through walk throughs with feedback</p> <p>Pre-tests, mid year tests, AR Test throughout the year and then end of the year tests.</p> <p>Lexia has a pre-test and post-test, so does Reading Plus and AR STAR will be taken 3 x per year</p> <p>Monitor progress on Lexia and Reading Plus, Power Up, and Accelerated Reader</p>
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Continuous Improvement

Decision Making Model-Essential Questions

<p>SWD 2017- -90 2018- -119 2019- -117</p>	<p>Students with disabilities scored lower in 2019 than they did in 2018 in ELA overall.</p> <p>Students with disabilities scored lower in 2019 than they did in 2018 in ELA overall.</p> <p>English Learner overall ELA scores dropped significantly from 2018 to 2019 and yet many of these students were the same as the year before, however, we did have some new students come in with</p>	<p>Students with disabilities are not succeeding as quickly as we would like to see, they struggle with being able to access grade level curriculum. Students with disabilities will continue working on Razz Plus We will also provide students with support in grade level ELA</p>	<p>Students with disabilities will be provided with extra support in ELA at their grade level and provided with extra reading comprehension practice through Lexia, Reading PLUS, and Razz Plus.</p> <p>ELL will be pulled for vocabulary and writing support with Bilingual Specialists They will do Razz Plus and AR simultaneously with AR goals</p>	<p>reading fluency and comprehension skills for all students, including SWD through interventions during the regular school day</p> <p>Students with Disabilities will be given extra learning opportunities through pull out and push in RSP strategies and through the use of Razz Plus for Reading and Comprehension.</p> <p>Our Bilingual Specialist will continue working on writing and academic vocabulary with our ELL Students to help improve reading and writing skills</p>	<p>AR STAR Test, Razz Plus Placement and Lexia Placement tests will be administered at the beginning and ending of the year with AR Tests and Razz Plus tests happening throughout to evaluate learning and progress</p> <p>The Library Media Clerk supports SWD by helping them find AR books within their ZPD</p> <p>Program Specialist oversees all of our programs including Accelerated Reader, Razz Plus, Lexia, Reading Plus, i-Ready on line pathways, Power Up and ELL/ELPAC/ELAC and CAASPP testing as well as i-Ready testing in ELA and Math.</p> <p>Program Specialist will monitor and oversee the ELD Program delivery and</p>
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Continuous Improvement

Decision Making Model-Essential Questions

<p>ELL 2017- -10 2018- -22 2019- -120 (huge drop)</p> <p>MR 2017- -30 2018- -18 2019- -24</p> <p>PI 2019- -61</p> <p>SED 2017- -17 2018- -16 2019- -24</p> <p>WH 2017- +20 2018- -2 2019- +15</p> <p>Significant decrease in Filipino students on ELA from 2018 to 2019 Black or African American students had a slight decrease in 2019 over 2018, but a significant increase in 2017</p>	<p>no English Language at all. ELL students have a more difficult time with CAASPP Listening and Writing due to Language Barriers.</p> <p>English Learner overall ELA scores dropped significantly from 2018 to 2019 and yet many of these students were the same.</p>	<p>Our ELL are struggling with reading and suffered a huge drop from 2018-2019, more than likely it was because of the two areas of difficulty in Writing and Listening from the lack of English Language Acquisition. We have many long term ELL students in middle school. Our ELL Students also are lacking in academic vocabulary</p>	<p>Our ELL Specialist will work with our ELL students on academic vocabulary and writing under the oversight of the Program Specialist</p>	<p>Program Specialist will oversee the small group instruction by the Bilingual Aid on academic vocabulary, reading and writing. Program Specialist will write the lesson plans to be delivered.</p>	<p>the lessons taught and practiced with the Bilingual Aid</p> <p>Admin will oversee and monitor delivery of standards and core</p>
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Continuous Improvement

Decision Making Model-Essential Questions

<p>Both students with two or more races and white students had an increase between 2018 and 2019</p> <p>Students with Disabilities have shown a downward patte from 2017 through 2019 and our ELL students had a significant decrease between 2018 and 2019</p>	<p>Students in all grade levels, but especially in grades 6-8 have been dropping constantly year to year. The students who are dropping the most are students not able to memorize math facts - such as multiplication and basic skills.</p>	<p>Our students who are struggling are those who never learned their basic math facts, but especially those not learning their multiplication facts.</p>	<p>Teachers will work daily on math facts with new and old facts being interspersed for ongoing learning and memory skills.</p>	<p>Our Program Specialist is taking our lowest scoring students in grades 2-4 in small groups from September through January and we will continue this intervention</p> <p>The Bilingual Aid will be working with students qualifying as ELD and working on Math Academic Vocabulary and vocabulary designated in i-Ready</p>	<p>curriculum through walk-throughs and PLC meetings</p> <p>Admin will set up and oversee professional development in delivery of structured ELD, delivery and use of core curriculum and use of the supplemental programs through attendance, walkthroughs and reports</p>
					<p>Agendas for PLC's and Staff Meetings will reflect this PD</p> <p>Provide PD on scaffolding</p>

Continuous Improvement

Decision Making Model-Essential Questions

<p>Math</p> <p>CAASPP Distance from 3 overall is - 28.70 which is an increase from 3 over 2018-19</p> <p>Math:</p> <p>Overall Scores:</p> <p>2017 - 42.26 2018 - 42.14 2019 - 38.90</p> <p>Distance from 3:</p> <p>2017- -15.70 2018- - 22.10 2019- - 31.96</p> <p>Overall we dropped from 43% at or above grade level in 2017-18 to 38.9 in 2018-2019, Math is an ongoing struggle with these drops</p> <p>i-Ready currently shows 36% of students are at or above grade level, but 46% are just one grade level below which is a huge opportunity</p>	<p>Our students have struggled with math ever since we implemented Units of Study. There was no accountability to deliver the standards and many of our students' lack of basic skills grew from year to year.</p> <p>Students are struggling with Common Core Math</p> <p>We need to provide them with the basic skills even if it means interventions throughout the school day</p>	<p>Teachers will start working with small groups during math instructional time once the direct lesson has been taught</p> <p>We will focus on power standards and the major work of the grade level</p> <p>Achieve the Core will be implemented for major focus areas in every grade level</p>	<p>Provide training and strategies to use for small group math work for students needing extra time or intervention</p> <p>Provide intervention time during the regular school day</p>	<p>Math Coach will visit classrooms and coach teachers on instructional delivery</p> <p>Math Coach will provide PD on major work of the grade level and on scaffolding</p> <p>Math coach will work with struggling and new teachers</p> <p>Walkthroughs will be scheduled by admin for math time with feedback to teachers</p>	<p>Walkthrough notes and feedback</p> <p>Coaching Schedules will be provided</p> <p>Unfortunately, we did not receive training in i-Ready Pathways until November Of 2019. We are now monitoring this usage and will continue to do so and continue to have conversations with teachers, ensuring students are getting class time to work on this program and using it extra time in the After School Program</p> <p>We did a staff training on i-Ready Pathways and will do a “remember how to use this” update in 2020-2021 beginning of school year with staff</p> <p>Use of i-Ready Pathways will be required in all classrooms during the school day so that students are able to work on areas where growth is needed that is tailored to their specific target areas. Teachers will be pulling small groups in math to work on these areas where growth is needed as well.</p>
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Continuous Improvement

Decision Making Model-Essential Questions

Students with Disabilities					
2017 - 17 2018 - 9 2019 - 12	SWD students really lost ground from 2017-2018, but with focused help from SAI/RSP teacher we are beginning to see growth.	Students with disabilities have the largest gap and highest distance from 3 in Math CAASPP with a 35 point loss in 2018	For Students with Disabilities we provide daily Math fluency practice and based on Ready Math, below grade level work and Math Pathways.	The RSP/SAI teacher will work with students struggling with math via i-Ready Math, intervention resources within Ready Math Curriculum in pull-out and push-in	Our Program Specialist is taking our lowest scoring students in grades 2-4 in small groups from September through January and we will continue this intervention
African American: 2017 - 35 2018 - 22 2019 - 20				Program Specialist - will continue to support and work with RSP/SAI teacher through induction activities and PLC grouping	Since we have Ready Math and Pathways we have dropped this program and are now using Ready Math, at the grade level students in SAI are testing. Morales pulls from Ready Math to help with foundational skills
Asian: 2017 - 55 2018 - 58 2019 - 59	AA population not showing growth, but a continuous decline, some of them are SWD who should have been placed in SPED Day	Black/ African American students increased Distance from 3 by 30 points	Students are pulled out by SAI Teacher for this practice	Our SAI Teacher, Bilingual Aid, Program Specialist and Principal were trained in the Do The Math and Faast Math. Unfortunately this program was not successful so we will be dropping it and have the RSP/SAI teacher work with students in areas where growth is needed based on i-Ready scores and their math Pathways	Program Specialist and SAI teacher will collaborate, plan and disaggregate data and report to administration on success of the program bi-monthly. This is fluid and by monitoring usage and achievement we identify needs for additional supports or needs for less assistance
Fillipino: 2017 - 45 2018 - 60 2019 - 46			SAI Teacher will continue to work with his students on the skills they are lacking through Ready Math Pathways		
ELL: 2017- 8 2018 - 17 2019 - 16	Asian Students showing slow, but consistent growth ELL showing slow, but	District provides coaching to all teachers in K-8 in Math	Program Specialists will pull students	These groups will be monitored and observed by administration as	The Bilingual Aid will be working with students qualifying as ELD and working on Math Academic Vocabulary and vocabulary designated in i-Ready

Continuous Improvement

Decision Making Model-Essential Questions

White: 2017 - 57 2018 - 50 2019 - 40 SED: 2017 - 40 2018 - 38 2019 - 30	consistent growth White population showing a consistent decline; this is due to lack of basic math facts and skills Same with our SED		for 20-30 minutes for small group intensive math support in grades 2-4	wellProgram Specialist will pull students for 20-30 minutes for small group intensive math support in grades 2-4	We will ensure we continue work on i-Ready Math pathways and basic math facts and skills in the After School Program
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Continuous Improvement

Decision Making Model-Essential Questions

<p>ELPAC shows 14.17% at a Level 4 English Proficiency, but 37.01% at a 3, 34.65 at a 2 and 14.17 at a level 1. However, in 2018-19 our school reclassified 36% of EL population, up from 30.7% in 2017-18</p>	<p>We are losing ground with our SWD and this is causing issues with students overall. My foster youth/homeless students are low as well.</p> <p>We need to close this achievement gap with several strategies based on student needs</p> <p>Students are entering the next grade level with unfinished learning</p> <p>We need to continue Lexia and Reading Plus as it has</p>	<p>Not having a curriculum is very difficult. It caused huge learning gaps in students.</p> <p>Having an SAI teacher who was unwilling to learn new things and try new things with students also made it difficult.</p> <p>My students that are low are very low - my SWD kids often have been removed from SDC and placed in SAI, but still are 6 or more years behind.</p>	<p>We are providing SWD extra opportunities for success in ELA via Raz Plus reading comprehension practice, AR done in SAI classroom, Lexia lessons pulled and taught directly based on needs daily in SAI Classroom</p> <p>I need my staff to be trained more in equity in educational delivery, DOK and in scaffolding instructional delivery for students needing</p>	<p>Training in scaffolding</p> <p>Specialized intervention materials to meet the needs and close the gaps of my SWD and students scoring low year after year.</p> <p>Lexia and Reading PLUS is giving students supplemental support for reading skills and comprehension via this program that is used in platooning, after school, in small group circles and as homework.</p> <p>Coaching is provided for all new teachers and my ELA Coach attends PLC's based on invites to review new Benchmark program and help with planning for future instruction</p> <p>Behavior Intervention for students not able to perform that cause discipline issues. Coaching</p>	<p>Quantitative and qualitative data through pre/post tests</p> <p>Instructional scaffolding strategies being used in the classroom and student scores on lesson assessment and CORE curriculum assessment are not being used enough - we will be looking for Professional Development Opportunities through our Coaches and outside systems on scaffolding and the major work of the grade level</p> <p>Coaching notes on how it is going, what they feel they have accomplished, classroom data for teachers being coached. Through conversations with our coaches we have determined that an important step for our teachers is the identification of power standards or major work of the grade level</p> <p>We need to provide PD opportunities on Culturally Responsive Teaching</p> <p>We will be moving further into the model of Single Subjects Teachers at the 7th and 8th grade level in 2020-21</p>
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Continuous Improvement

Decision Making Model-Essential Questions

	proven effective as evidenced by our CAASPP Scores			<p>is helping with planning to attempt to help teachers stop behaviors before they start</p> <p>Money to pay for 0 period</p> <p>We need to continue Lexia and Reading Plus as it has proven effective as evidenced by our CAASPP Scores</p>	<p>Our Bilingual Aid has been effective, through planning with our Program Specialist and under her direction, but will continue to work with students on academic vocabulary through i-Ready which should help them understand questions on the test and be able to have a truer score</p> <p>As evidenced by our continued success on CAASPP with ELA Reading PLUS and Lexia have been effective supplemental supports for our students who have difficulty reading</p> <p>We need to continue Lexia and Reading Plus as it has proven effective as evidenced by our CAASPP Scores</p>
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Continuous Improvement

Decision Making Model-Essential Questions

Students with Disabilities	<p>Red - - these students decline by 23.2% in ELA, Distance from 3 for Math is 116, Reading is 138</p> <p>Students entering grade levels with unfinished learning</p> <p>We just had an RSP/SAI teacher retire two years ago and are starting to see growth</p>	<p>Many of these students are 6 or more years behind on scores and knowledge. They need specialized instruction in the gap areas for Math and Reading</p>	<p>Curriculum Training for my SAI teacher Training for my teachers in scaffolding, but delivering CORE instructiona</p> <p>Parent Liaison to reach out to students who are chronically absent or that we have a difficult time getting to meetings, getting them to answer the phone, etc. We would still like a parent liaison</p> <p>Lexia/Reading PLUS and Razz Plus has been effective with our SWD population as</p>	<p>Anecdotal data from staff</p> <p>Scores pre and post for both intervention</p> <p>We do not have a parent liaison, but many of our students with disabilities lead to chronic absenteeism</p> <p>Lexia Pre and Post Reading PLUS Pre and Post i-Ready Pre and Post CAASPP Scores</p>	<p>Hard data, pre and post on CAASPP, MAP (or other testing system we use)</p> <p>Rates of students that move out of SAI</p> <p>Anecdotal data by students on how well they feel they function in the general ed classroom</p> <p>We need to continue Lexia and Reading Plus as it has proven effective as evidenced by our CAASPP Scores will continue to provide proof that the programs being used Ready Pathways, Lexia, Reading PLUS, AR, and Razz Plus are successful for our SWD population</p>
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Continuous Improvement

Decision Making Model-Essential Questions

			evidenced by students increasing ZPD and being able to meet their AR Goal		
<p>Suspensions</p> <p>We are in yellow because we maintained and actually decline last year, but I feel like this year we are not on track to continue declining</p> <p>Yellow on the Dashboard</p>	<p>It is the same students year after year that cause the bulk of the issues. The issues for suspension are major - everyone else gets Friday School repeatedly.</p> <p>I want to get to the point where our suspensions are dropping continuously until we reach blue on the dashboard</p>	<p>I need behavior modification interventions for those students that are continuously repeating behaviors every day or every year</p> <p>We need parent outreach to create the partnerships</p>	<p>I want a behavioral specialist for these students from the District. They deserve more help earlier rather than when it is desperate.</p> <p>We will be continuing to provide Teacher training on trauma and on restorative practices.</p> <p>We will look at PD for</p>	<p>We need to monitor our suspensions continuously</p> <p>We need to meet as an admin team to discuss the data and to plan how to approach teacher learning in how to deal with difficult students</p> <p>We need a minimum of 9 yard duty personnel as next year we are getting a new playground and kinder area and we have most of our issues at recess and lunch.</p> <p>We need a parent liaison to reach out to parents of students that are having this issues to help bridge a way to partner with them</p>	<p>Suspension data in house and on the dashboard</p> <p>Last year we did increase on our suspensions by .3</p> <p>This year, with two assistant principals we are on track to decrease our suspension rate for the whole year.</p> <p>20 teachers have received training on Restorative Practices Day 1 and are waiting for the District to set up Day 2</p> <p>We have 3(!) playgrounds now and would like to request 2 more yard duty for lunches and after school as a split shift</p>

Continuous Improvement

Decision Making Model-Essential Questions

Chronic Absenteeism has decreased from 2018-19 from 8.2 to 7.1%	We have been reaching out through our counseling department and CWA with students chronically absent We began an Attendance Heroes Program and	Many students do not have attendance encouragement from home This year many of our students have left the country for extended periods of time	scaffolding for teachers to be able to further engage students through the curriculum and teaching lessening disciplinary issues in the classroom. We will continue to work with our teachers in Middle School on developing relationships with all students in their classroom.	We need more training for the whole admin team (counselors, SAI, Speech, admin) to be able to write effective BIP A parent liaison would really benefit us - we would be willing to share one across the zone, but we cannot afford to pay for one - it would need district funding	Many teachers have started Restorative Circles in their classrooms and are feeling success with it We will be looking for how to provide teachers with opportunities to develop stronger student-teacher relationships We are seeing less office referrals and more teacher partnerships with students who are challenging with their behaviors We will continue with the incentives for perfect attendance, if we can find funding for the things that cost - we attempt to do no cost items as much as possible We will continue attendance heroes as evidence does show that our chronic absenteeism is down again this year We will continue having teachers reach out to parents at 3 absences
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Continuous Improvement

Decision Making Model-Essential Questions

	classes earn awards for 20/30 and 50 days of perfect attendance (not consecutive days)		We need to have a parent liaison to help reach out to parents who have students who are chronically absent or who chronically misbehave, to contact parents via phone, hold parent meetings on the importance of attendance on academics, how to support their students in school and educationally, and parent home visits		

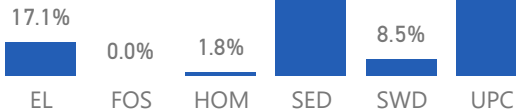
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



843

Enrollment



December

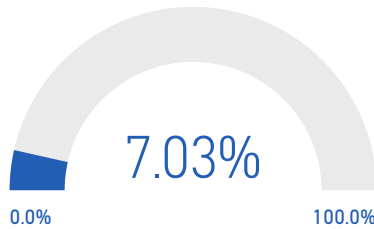


CWA

9

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

99%

ELA: K-11

On-Track

51%

Percent



Participation

99%

Math: K-8

On-Track

38%

Percent



Participation

(Blank)

MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

94%

Percent GL Tested

ELPAC IA

17

Total Tested

Reclassification

12

RFEP ● Eligible

Curriculum:

Tests Administered Through January

Benchmark

2477

Total Test Count

Ready Class

3480

Total Test Count

Saavas

(Blank)

Total Test Count



Plus Survey

School Climate

19.3%

80.7%

I feel like I am part of this school.

19.9%

80.1%

At my school, there is a teacher or other adult who really cares about me.



Enrollment

school search

Rio Calaveras Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

1 ↑

Dec-Jan change

01-Aug

859

Enrollment

06-Jan

844

Enrollment

02-Sep

839

Enrollment

03-Oct

834

Enrollment

04-Nov

845

Enrollment

05-Dec

843

Enrollment

SUSD RA v1.1

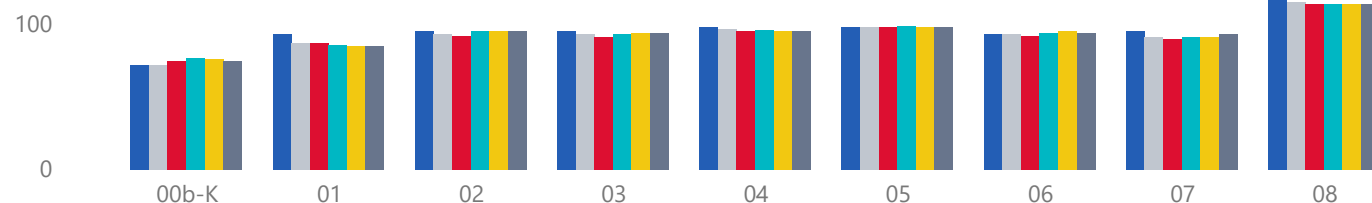
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

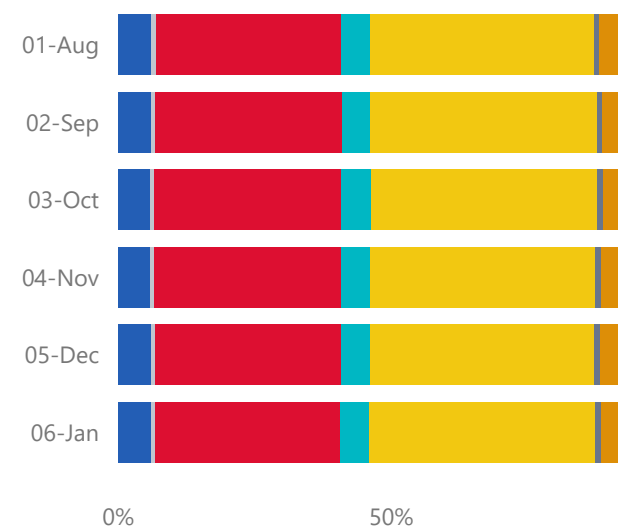
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



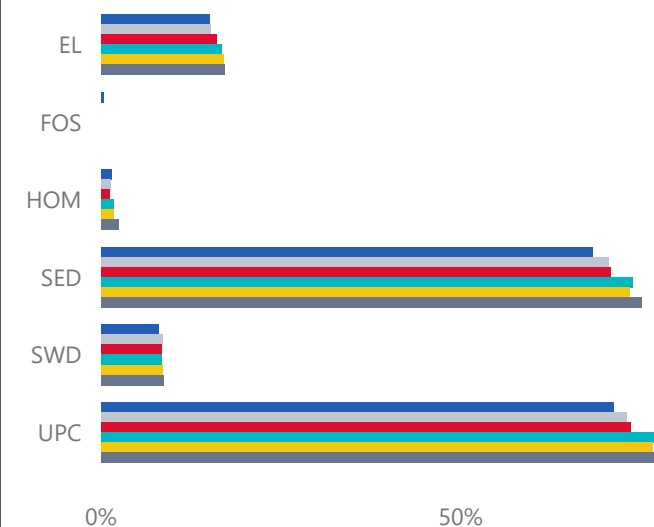
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Rio Calaveras Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

0.01↑

Nov - Dec change

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

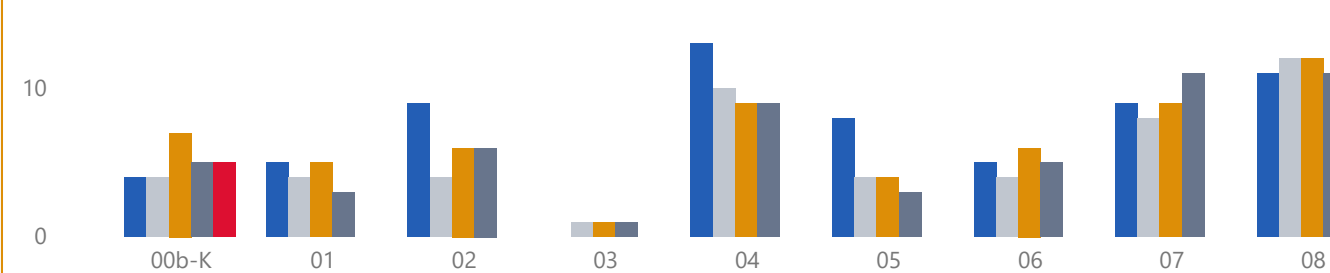
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

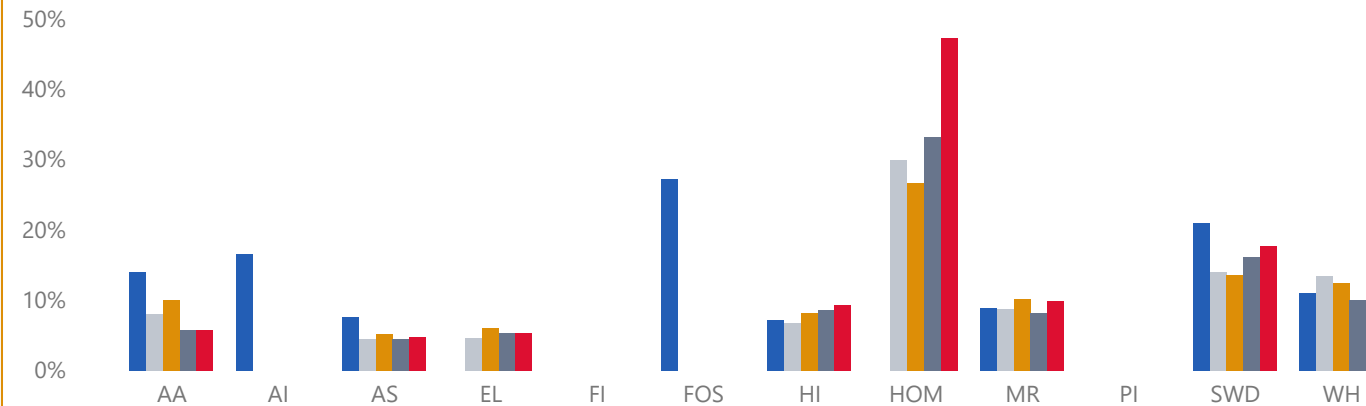
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



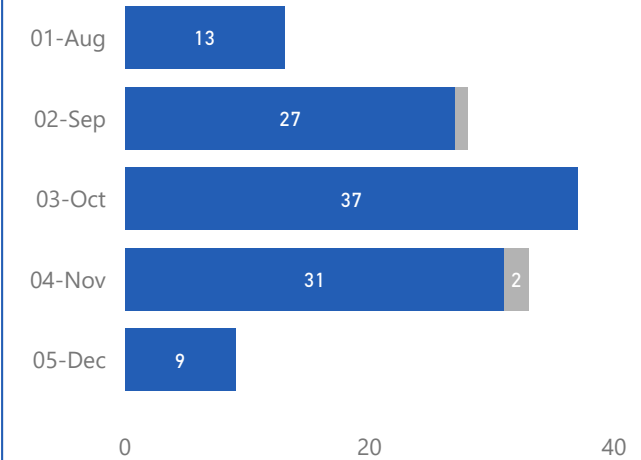
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation

96%

Fall

99%

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level:

percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below:

(2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth:

(0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus:

Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration;

Updated:

January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

53%

Fall

51%

Winter

Spring

2+ Below

29%

Fall

26%

Winter

Spring

No Gro...

35%

All

26%

Winter

Spring

iReady Percent On-Track

iReady Percent Two or More Years Below Grade Level

iReady Percent No Growth (since Winter 2019)

F-W Growth

55%

All

F-S Growth

iReady F-W Typical Growth

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

3480

Total Test Count

Saavas

(Blank)

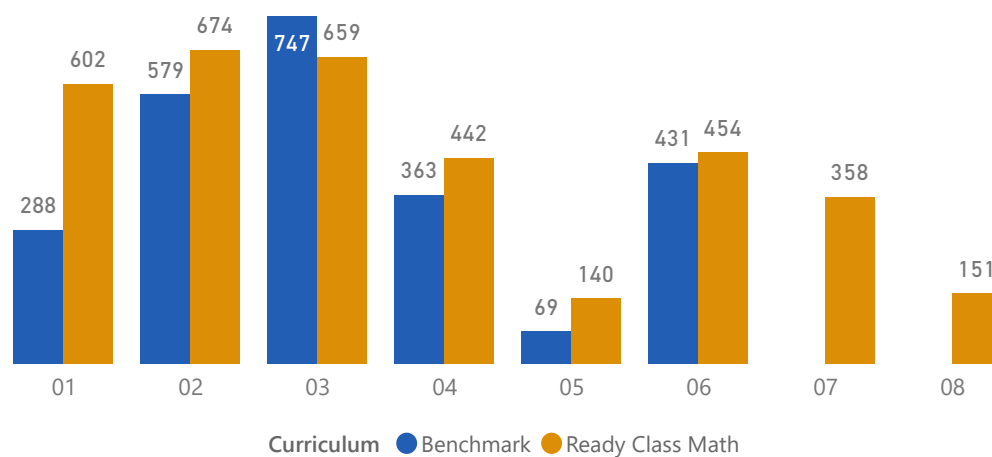
Total Test Count

Benchmark

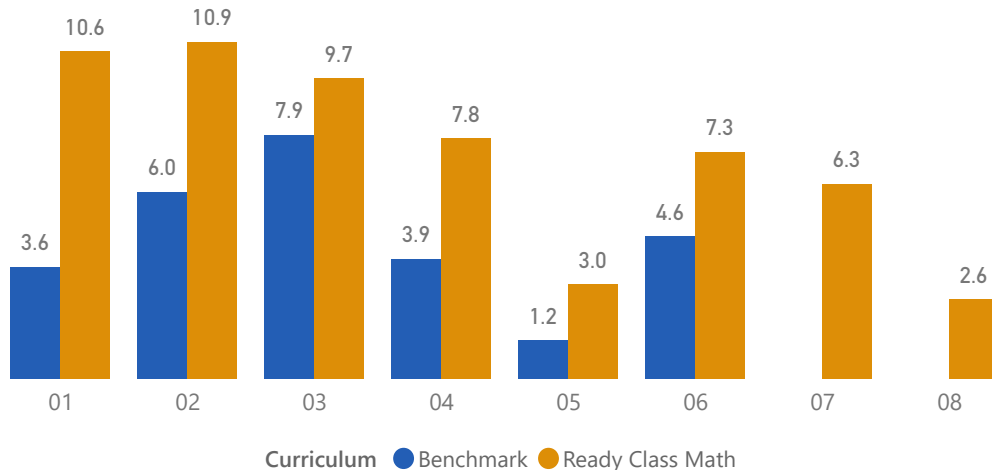
2477

Total Test Count

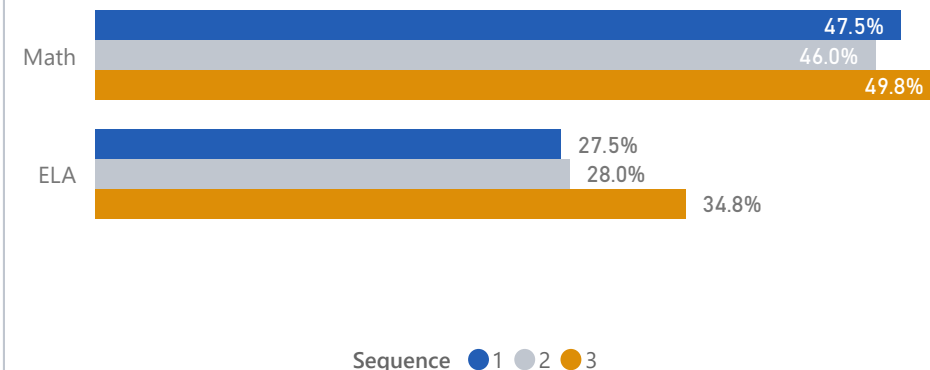
Curriculum: Test Count



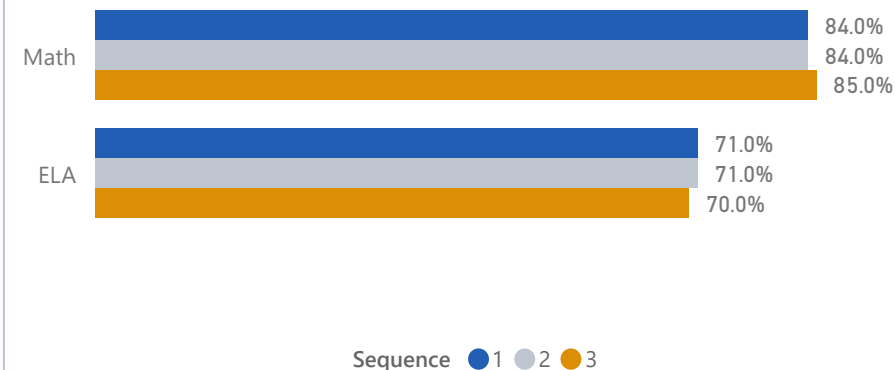
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

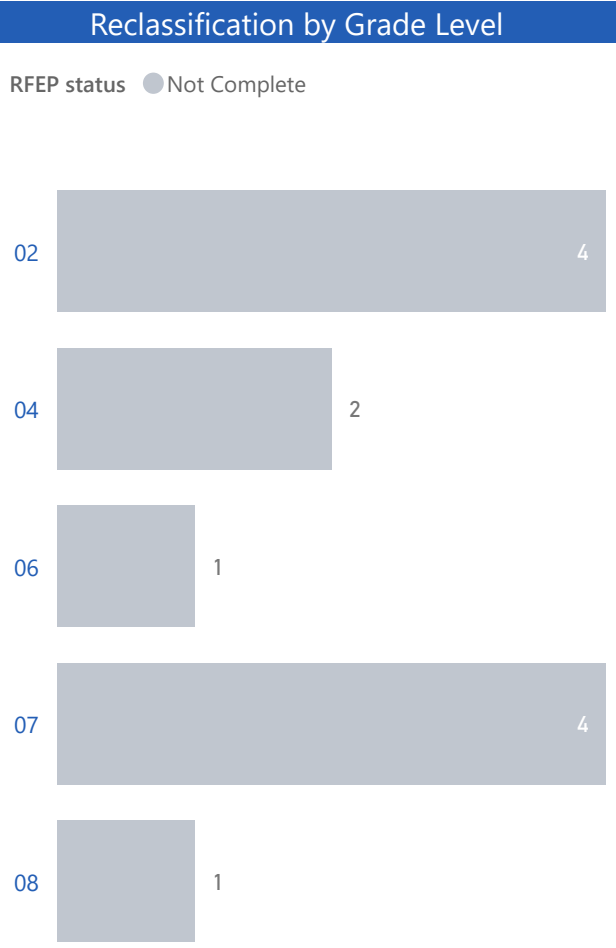
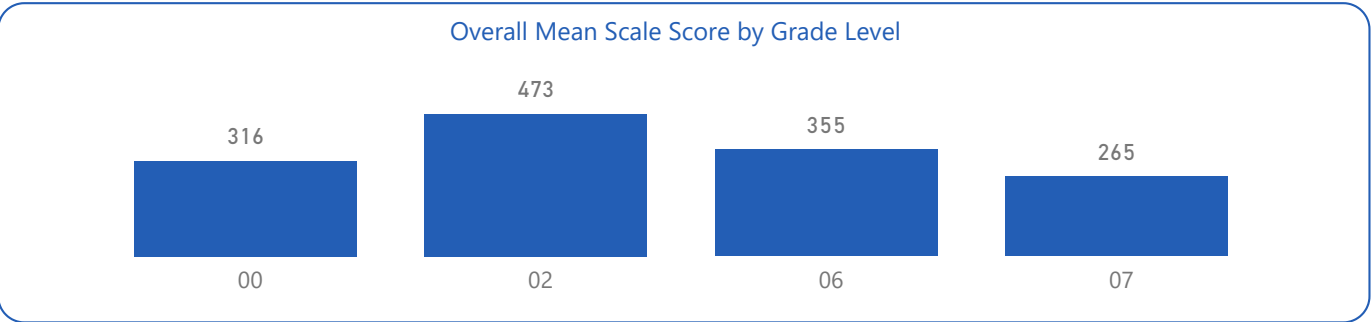
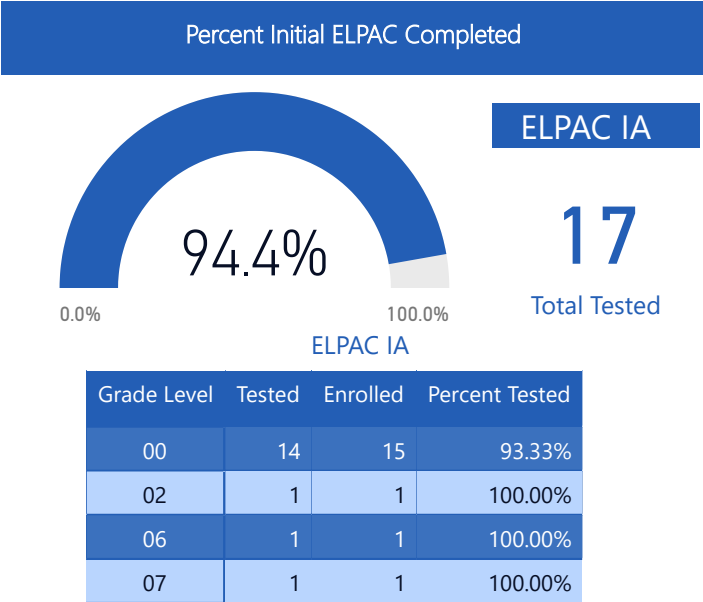
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner.**

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021



School Climate

school search
Rio Calaveras Elementary

Grade Span
All

2020-2021

Question Priority
All

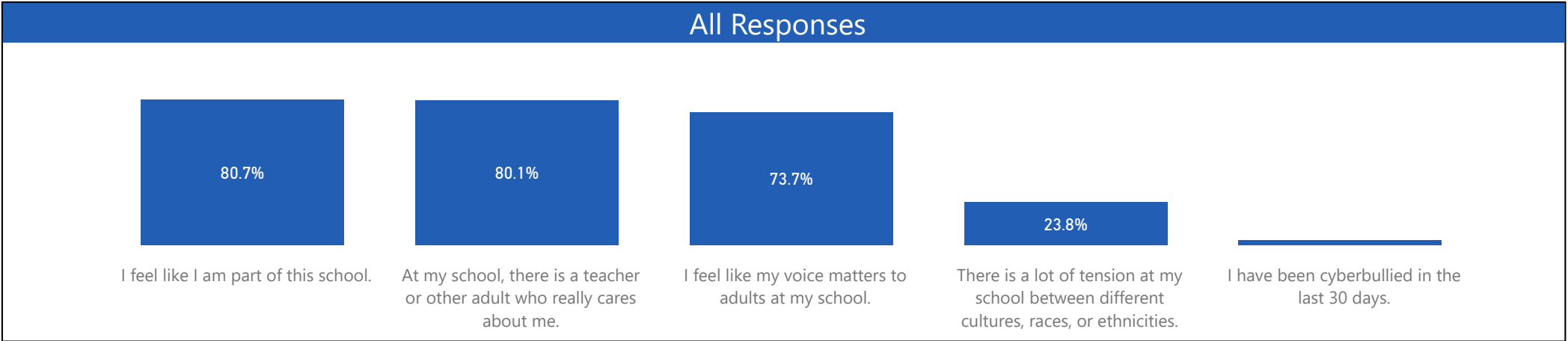
Term
1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

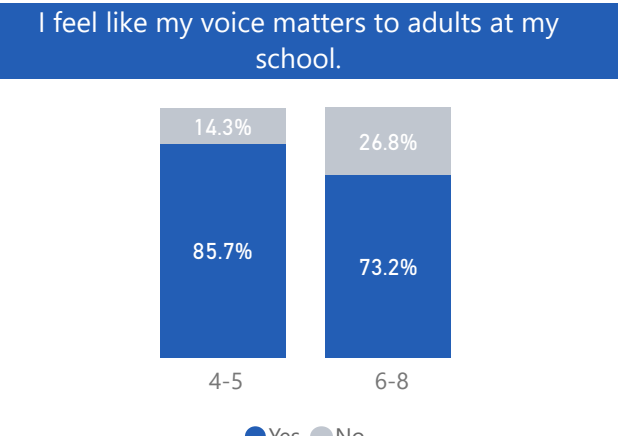
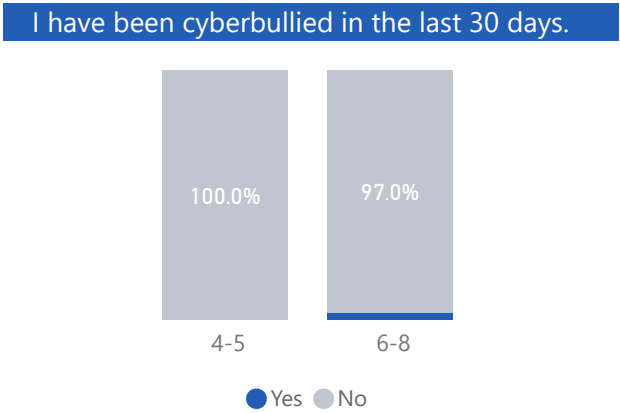
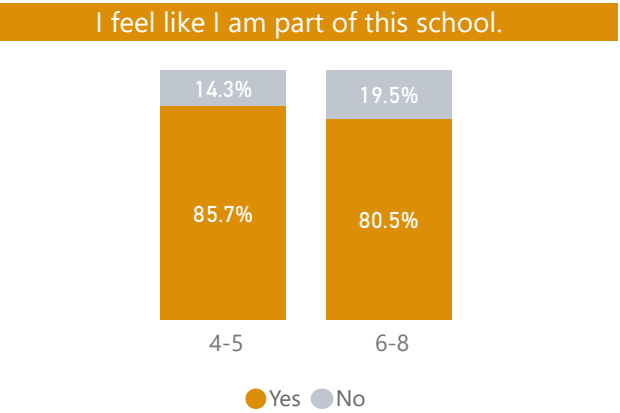
Navigation: NA

Source: Student Support Services - PLUS program

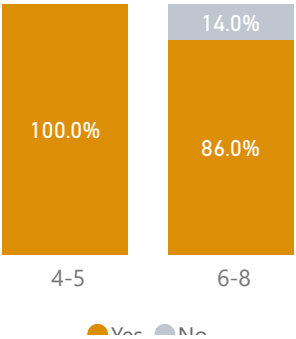
Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



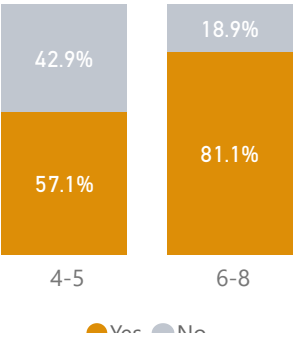
Count	Count	Count
7	164	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



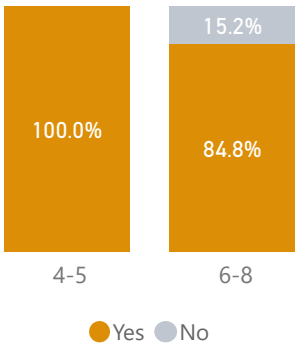
At my school, there is a teacher or other adult who believes that I will be a success.



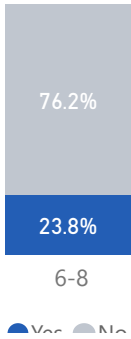
At my school, there is a teacher or other adult who really cares about me.



I feel safe in my school.



There is a lot of tension at my school between different cultures, races, or ethnicities.



Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

- * Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
- * Credits Earned: Credits earned as indicated on transcript
- Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
- * All: all credits attempted were earned
- * Half: more than half of credits attempted were earned
- * Less than half: less than half of credits attempted were earned
- * None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term,

Grade Distribution and Term

Participation Fall

Near/Ready

(Blank)

(Blank)

Percent

All

MDTP: Fall Diagnostic

Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)		Credits Earned (December)	
10		10	
8		8	
6		6	
4		4	
2		2	
0		0	

Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Feedback Suggestions Comments
Questions Ideas
Share your thoughts with our team!

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Participation

97%

Fall

99%

Winter

Spring

On Track

42%

Fall

38%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

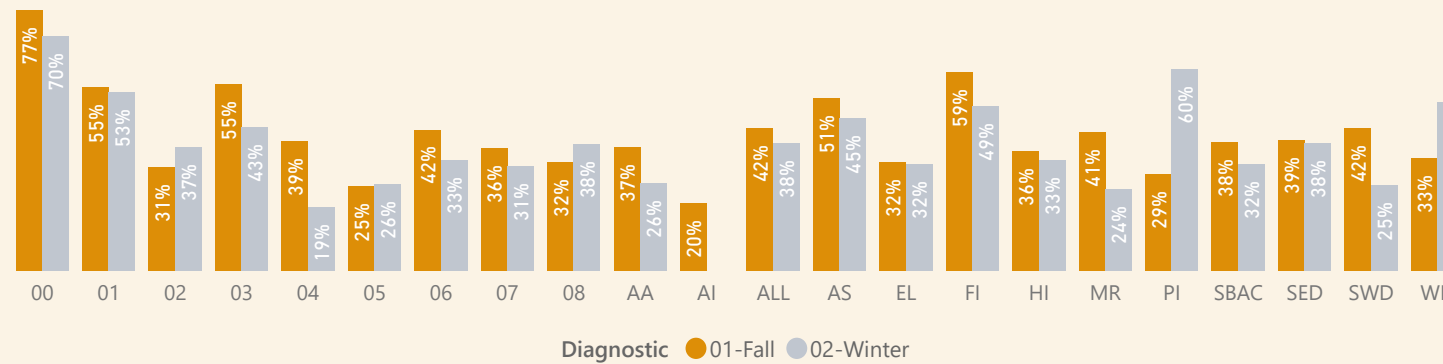
Frequency: Reports are updated after assessment administration; **Updated:**

January 2021 - winter.

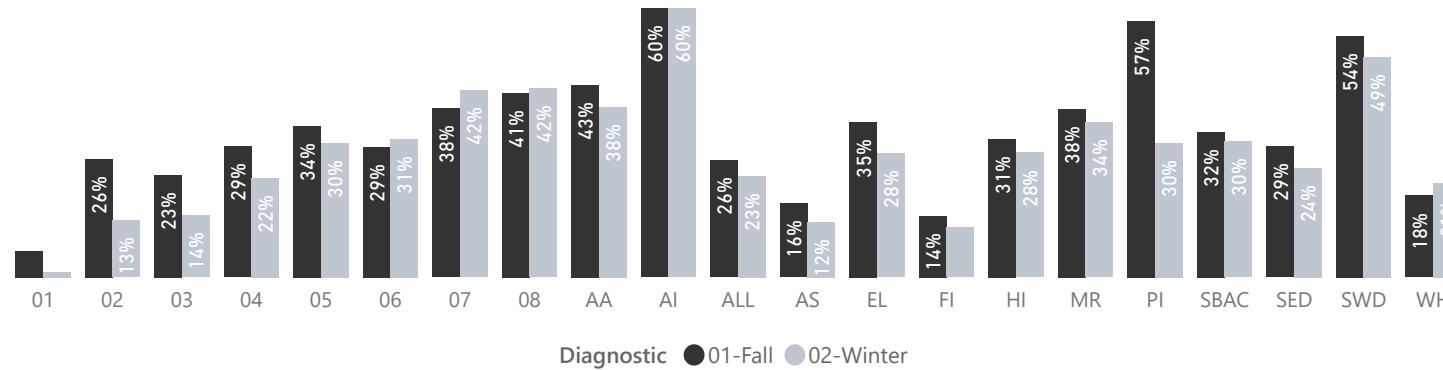
High School Data Currently Not Reported

SUSD RA v1.1

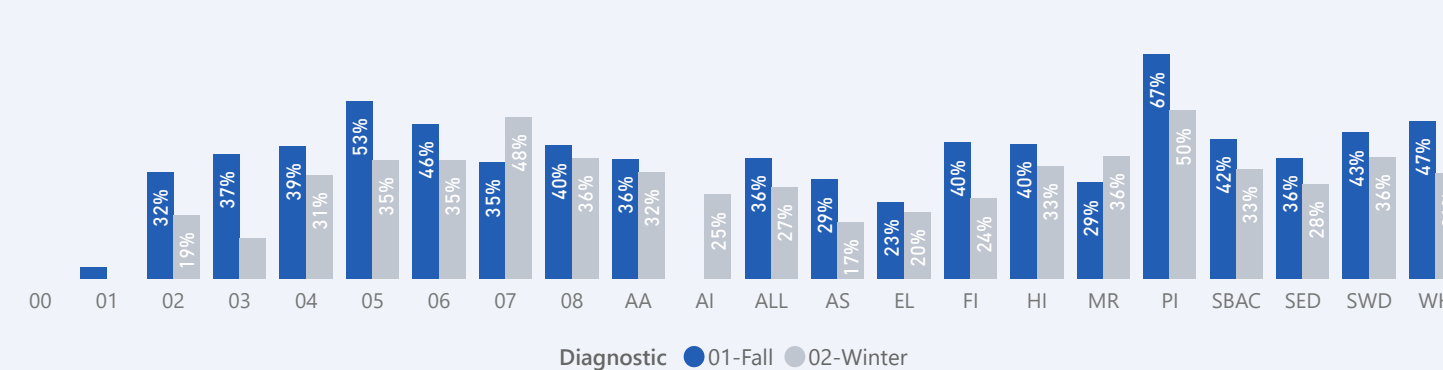
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



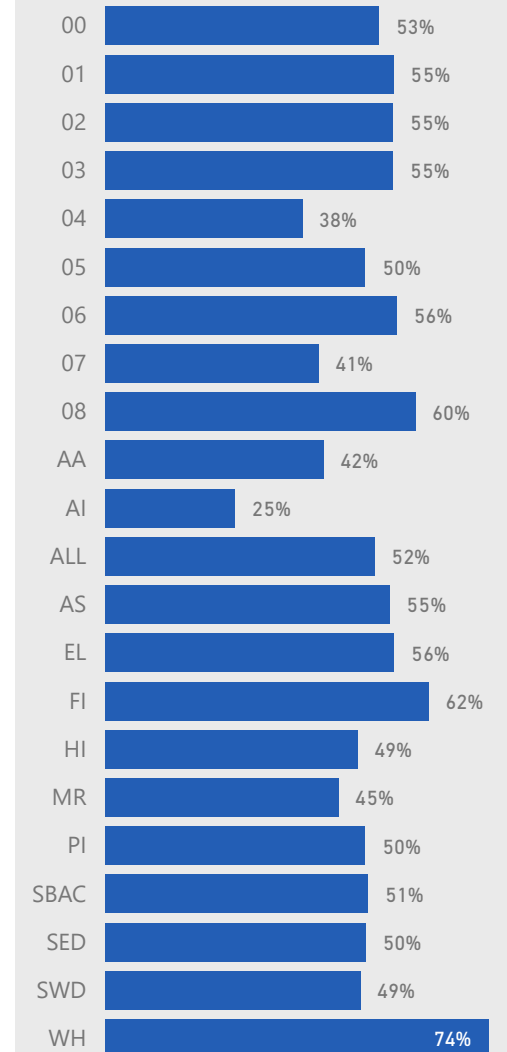
F-W Growth

52%

All

F-S Growth

iReady F-W Typical Growth



Recommendations and Assurances:

Site Name: Rio Calaveras Elementary School

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Parent Involvement Committee

09/10/2021

Date of Meeting

Other committees established by the school or district (list):

09/10/2021

Date of Meeting

4. 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.
5. 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.

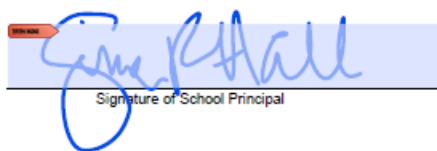
This SPSA was adopted by the SSC at a public meeting on 09/10/2021.

Date of Meeting

Attested:

Gina Hall

Typed Name of School Principal


Signature of School Principal

09/02/2021

Date