

School Year: 2023-24



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Vista High School	34674134835302	May 10, 2023	June 13, 2023

Purpose and Description

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

Schoolwide Program

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

The purpose of the Rio Vista High School Single Plan for School Achievement is to provide a school program, with comprehensive support and improvement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The River Delta conducted a culture and climate survey in the spring of 2023. Results were not available at this time. Additionally, a survey was conducted for staff, students and parents for the WASC visitation in the spring of 2020. The results were largely positive.

Classroom Observations

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

The River Delta USD has focused their classroom observations on Academic Conversations. Both teachers and administrators have viewed models of academic conversations and have been trained on the content and observation tool. Administrators use a common Academic Conversation tool in evaluating teachers. Administrators have teamed up and observed fellow schools sharing their observations with the site administrator. In addition both the Assistant Superintendent of Educational Services and the Superintendent participate in bi-yearly walk throughs and share their observation with site administrator.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

School staff and administration monitor the impact of the WASC Action Plan on student achievement at Rio Vista High School using state and local assessments. A variety of data and teacher input is used to initially place and monitor student progress in English and Math intervention classes. Staff and students have transitioned to the English Language Proficiency Assessment of California (ELPAC) This data is an important component of our multiple measures and the test is evolving and a new tool was initiated in 2018-19. English learners are assessed at entry and annually to ascertain their growth in English language acquisition, and their placement in any needed academic interventions. The staff analyzes ELPAC data annually to ascertain the degree to which Rio Vista High School meets its target objectives for English learners. In addition all English Learners are assessed 3 times a year using MAP assessments. The ELL Director provides district-wide materials. RVHS 11th grade students participate in SBAC Testing and data has been made available to staff at the end of the end of each school year. SBAC testing was reinstated in the spring of 2022. Three times yearly all students are assessed with the Measures of Academic Progress test and all teachers have access to reports on line.

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

Curriculum embedded assessments and MAP data are analyzed in school wide monthly collaboration and department meetings. All students participated in the interim SBAC testing in the spring of 2023. Additionally, staff members are meeting in curricular areas to develop a mapping component. Subject area teachers have identified the 10 necessary skills needed to enter a grade level subject area and the 10 necessary skills needed to exit and enter the next grade level. Staff have identified the process as "10 in and 10 out".

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

18 staff members at Rio Vista High School are Highly Qualified Teachers and there are 5 teaching interns.

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

Professional Development for all teachers in ELA, Social Science, Science, and Math Common Core instructional strategies has been provided for and is ongoing for all staff.

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

The focus of staff development has been the implementation of Common Core Standards and Academic Conversations. Our district trainings have focused on strategies for grade level performance in language arts, reading, writing and mathematics. Beginning teachers are supported through the Beginning Teacher Support and Assessment (BTSA) program. BTSA at the county level provides staff development through training modules which are self-selected by the beginning teacher and pertains to academic or classroom focus areas. Site training is ongoing through staff meetings and workshops focusing on classroom strategies, standards-based student performance, State-adapted programs, and articulation between grades. We are currently developing a "Best Practices" model for our teachers. RVHS has begun on campus visitations. Teachers are encouraged to invite their peers in to observe their lessons,. This is a non evaluative tool designed to provide an Open Door Policy on campus.

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

District provides multiple resources to assist staff in instructional practices, ie: Common Core trainings, ELD training, GLAD training, AP training, and Academic Conversations observations and input.

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

Teacher collaboration by departments are held bi-monthly on early release days. The focus over past years has been identification of Academic Conversations within grade level subject standards and Best Practices for staff. Additionally there will be identification of learning loss and differentiated instruction to assist these students.

Teaching and Learning

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

Teachers are aware of the content and performance standards and have been given time to formally align the Common Core standards so that they may analyze performance benchmarks that align with California Content Standards. The staff has put forth meaningful work in the area of alignment of the school's instructional program and overall goals with the School Wide Learner Outcomes that must be continued in coming years.

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

NA

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

Rio Vista High School transitioned to a 4 X 4 Block in the 2014-15 school year. Staff feel that the block allows the necessary time for depth of Common Core Standards. Staff is researching hybrid models of the traditional 4 X 4 model as they feel that there are curricular areas that need a full year of instruction. In addition, they would like more visitations and trainings on models that incorporate intervention.

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

Academic departments use the State-adopted Standards and the State-adopted Textbook lists following the State cycle for adoptions and selection of textbooks and instructional materials. Purchases are made, as funding is available. Textbook selection and purchases are pre-approved by the Board of Trustees of the District upon certification by the principal that the requested textbooks meet State Standards and are on the State-adopted Textbook list. The Board certifies by Board Resolution that in compliance with Education Code 60119 each pupil in this school will have sufficient textbooks and/or instructional materials, consistent with the content and cycles of the framework adopted by the State Board provided that sufficient State funding is available to accomplish the task. Staff will be reviewing new Common Core textbooks offerings.

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

RVHS students have access to State adopted standards aligned materials including intervention materials.

Opportunity and Equal Educational Access

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

Special Education students are provided with an Individual Education Plan that is implemented by a team of teachers, parents, and administrators. Student Study Team meetings provide an avenue for staff to determine and give input into developing successful strategies for student success. Summer School provides students opportunities to make up courses they have failed by offering remediation in any core subject of their choice. Title VI and EIA funds purchase needed academic materials that have provided additional support for existing ELD program. ELL students who score at the beginning or intermediate levels on the annual ELPAC exams are provided the opportunity to enroll in an ELL course.

Evidence-based educational practices to raise student achievement

Specially Designed Academic Instruction in English has been provided for all teachers. Core and intervention periods for all students is being implemented. In addition, teachers are provided with ongoing coaching in student interaction.

Parental Engagement

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

Resources are available from family, school, district, and community to assist under-achieving students and this is a large component of our current plan. All of RVHS ELAC meetings each year are dedicated to providing parents with information to assist students at home and increase involvement at the school. RVHS has a full-time academic school counselor and one full time social-emotional counselor. The community provides a Parent Project component to assist in parenting skills. The community is also represented by a private counseling group, Rio Vista Care, who provide additional support.

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

Parents, community members and teachers are actively involved in school life. We have a functioning School Site Council, English Language Advisory Council, School, Athletic, and Fine Arts Boosters, and an Agriculture Advisory Council.

Funding

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

Rio Vista High School receives Site Supplemental and Concentrated Local Control Funds to meet the needs of underperforming students.

Fiscal support (EPC)

A lack of funding, declining enrollment, and budget cuts have negatively impacted the school budget.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

RVHS shared and sought input on the development of the SPSA with School Site Council, English Language Advisory Committee, Booster Club, RVHS Leadership class, Teachers and classified staff.

Resource Inequities

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

Declining enrollment and lack of funds has resulted in a loss of state income.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	92	101	90
Grade 10	92	85	97
Grade 11	103	92	86
Grade 12	102	101	94
Total Enrollment	389	379	367

Conclusions based on this data:

1. RVHS is experiencing declining enrollment since the pandemic. New housing developments may result in an enrollment increase.
2. Steady increase in African American enrollment.
3. Current facilities at RVHS are maxed out and school will need additional classrooms if growth does develop.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	38	42	48	9.80%	11.1%	13.1%
Fluent English Proficient (FEP)	98	94	95	25.20%	24.8%	25.9%
Reclassified Fluent English Proficient (RFEP)	2			5.3%		

Conclusions based on this data:

1. English Learner enrollment is steadily increasing
2. Percent of Fluent English Proficient students is increasing
3. Reclassification of students to Fluent English Proficient is decreasing which could be a result of the increasing number of Fluent English Proficient students and additional requirements to pass the current ELPAC exam (Must score all 4's now).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	98	88		0	84		0	84		0.0	95.5	
All Grades	98	88		0	84		0	84		0.0	95.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2550.			13.10			32.14			20.24			34.52	
All Grades	N/A	N/A	N/A		13.10			32.14			20.24			34.52	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		15.48			60.71			23.81	
All Grades		15.48			60.71			23.81	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		14.29			48.81			36.90	
All Grades		14.29			48.81			36.90	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		4.76			73.81			21.43	
All Grades		4.76			73.81			21.43	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		14.29			66.67			19.05	
All Grades		14.29			66.67			19.05	

Conclusions based on this data:

1. Prior SBAC scores indicate an increase in students exceeding or meeting ELA Standards. .However CAASPP testing for 19-20 was suspended leaving a gap in scores and learning loss for the the past two years will need to be taken into account
2. This could be a reflection on our changing demographics and the need for more differentiated instruction.
3. Additional attention should be considered for students to achieve "above-average" scores. More interventions and focused academics are needed to address the growing number of students performing "below basic".

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	98	88		0	80		0	80		0.0	90.9	
All Grades	98	88		0	80		0	80		0.0	90.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2485.			3.75			2.50			25.00			68.75	
All Grades	N/A	N/A	N/A		3.75			2.50			25.00			68.75	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.75			27.50			68.75	
All Grades		3.75			27.50			68.75	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2.50			70.00			27.50	
All Grades		2.50			70.00			27.50	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		1.25			66.25			32.50	
All Grades		1.25			66.25			32.50	

Conclusions based on this data:

1. Test scores indicate a decrease in students exceeding or meeting Math Standards. This could be the result of a constantly changing math department.

2. This could be a reflection on our changing demographics and the need for more differentiated instruction.
3. Additional attention should be considered for students to achieve "above-average" scores. More interventions and focused academics are needed to address the growing number of students performing "below basic".

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1558.2	1593.9		1569.1	1639.1		1547.0	1548.6		11	12	
10	1551.9	*		1549.0	*		1554.2	*		11	9	
11	*	*		*	*		*	*		4	8	
12	*	*		*	*		*	*		11	4	
All Grades										37	33	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	18.18	33.33		27.27	41.67		45.45	8.33		9.09	16.67		11	12	
10	18.18	*		36.36	*		36.36	*		9.09	*		11	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	17.14	27.27		34.29	39.39		28.57	21.21		20.00	12.12		35	33	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	36.36	75.00		27.27	8.33		27.27	8.33		9.09	8.33		11	12	
10	45.45	*		36.36	*		9.09	*		9.09	*		11	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	40.00	60.61		28.57	27.27		17.14	6.06		14.29	6.06		35	33	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.09	8.33		18.18	16.67		45.45	50.00		27.27	25.00		11	12	
10	9.09	*		18.18	*		54.55	*		18.18	*		11	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	5.71	3.03		14.29	18.18		51.43	45.45		28.57	33.33		35	33	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	18.18	16.67		54.55	75.00		27.27	8.33		11	12	
10	9.09	*		72.73	*		18.18	*		11	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	8.57	9.09		62.86	78.79		28.57	12.12		35	33	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	63.64	83.33		27.27	16.67		9.09	0.00		11	12	
10	81.82	*		9.09	*		9.09	*		11	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	70.59	90.91		17.65	6.06		11.76	3.03		34	33	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.09	8.33		54.55	50.00		36.36	41.67		11	12	
10	9.09	*		63.64	*		27.27	*		11	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	5.88	6.06		58.82	39.39		35.29	54.55		34	33	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	8.33		72.73	66.67		27.27	25.00		11	12	
10	9.09	*		81.82	*		9.09	*		11	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	8.57	6.06		65.71	72.73		25.71	21.21		35	33	

Conclusions based on this data:

1. The changing demographics of our community continue to reflect on the data.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
379	52.2	11.1	0.5
Total Number of Students enrolled in Rio Vista High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	42	11.1
Foster Youth	2	0.5
Homeless	11	2.9
Socioeconomically Disadvantaged	198	52.2
Students with Disabilities	38	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	3.4
American Indian	2	0.5
Asian	3	0.8
Filipino	5	1.3
Hispanic	170	44.9
Two or More Races	17	4.5
Pacific Islander	1	0.3
White	167	44.1

Conclusions based on this data:

1. Over 50 % of RVHS enrollment are Socioeconomically Disadvantaged.
2. Approximately 45% of our enrollment is white, 45% Hispanic and 10% all other combined,
3. The demographics of RVHS continue to change as more growth moves into the area.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate Very High	Suspension Rate Very High
Mathematics Very Low		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Academic performance needs to be a major focus in the future.
2. RVHS has a continual high graduation rate.
3. RVHS continues to practice the restorative justice model.

School and Student Performance Data

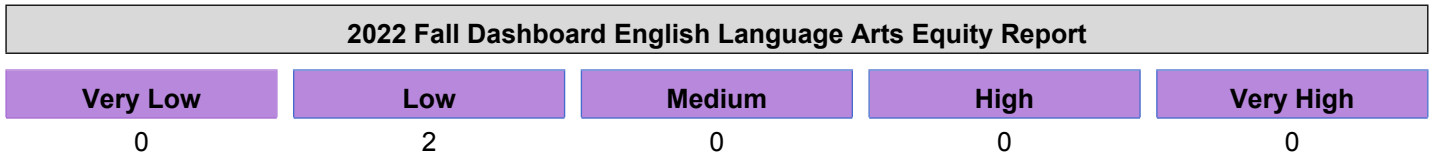
Academic Performance English Language Arts

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

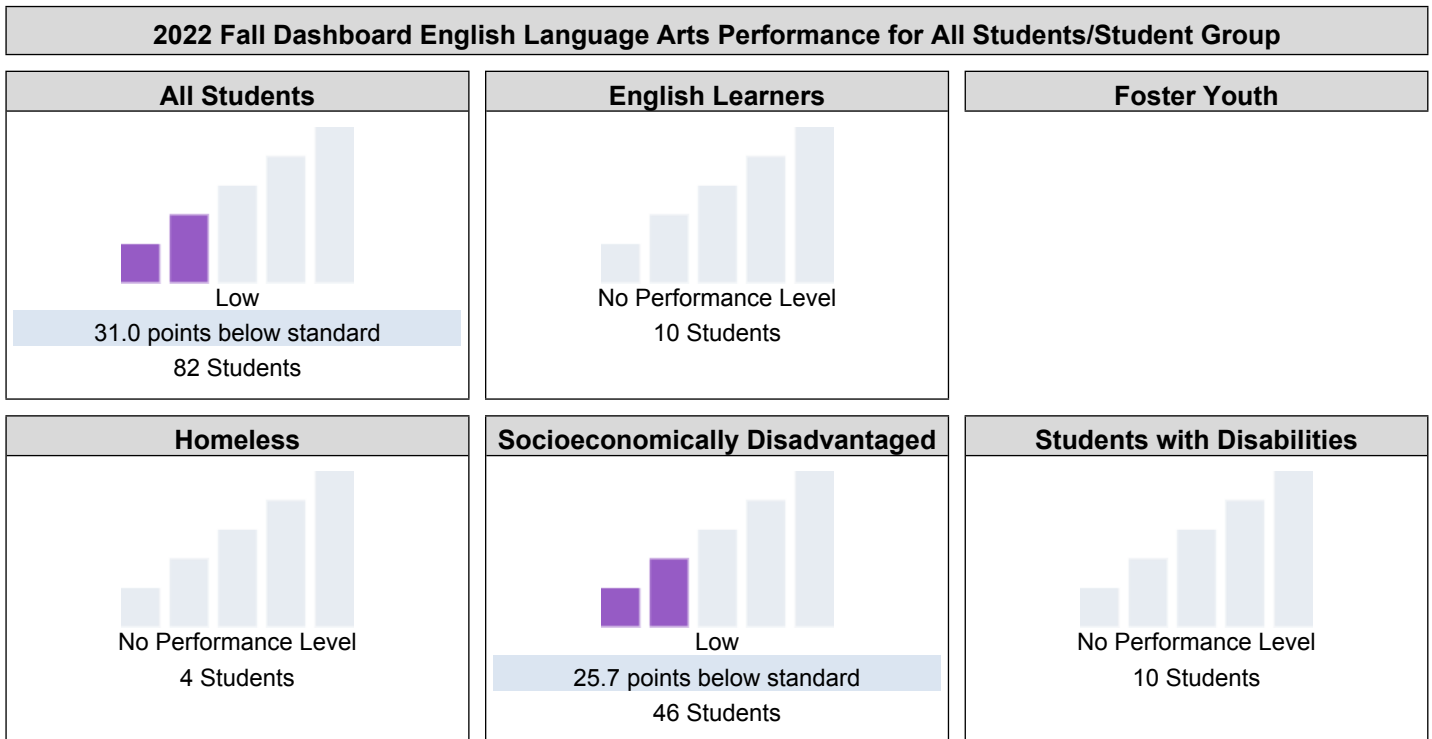
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



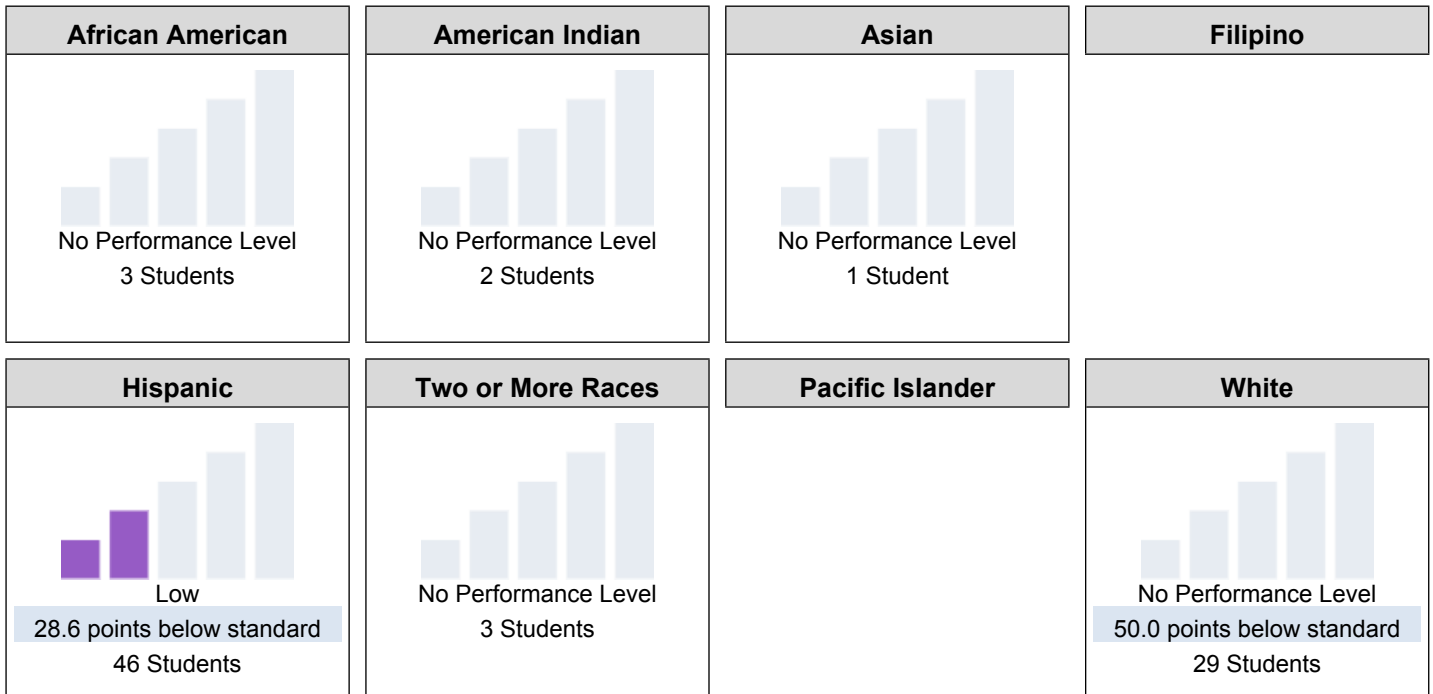
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	1 Student	35.0 points below standard 47 Students

Conclusions based on this data:

- Overall RVHS is facing declining test scores in ELA, particularly with our Hispanic population.
- 2021-22 test results indicate learning loss and the need for differentiated instruction and extended school year.

School and Student Performance Data

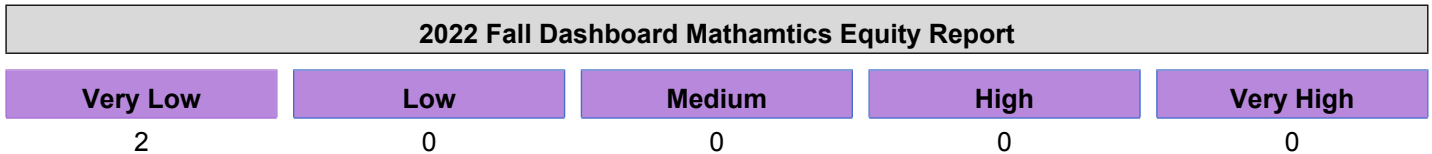
Academic Performance Mathematics

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

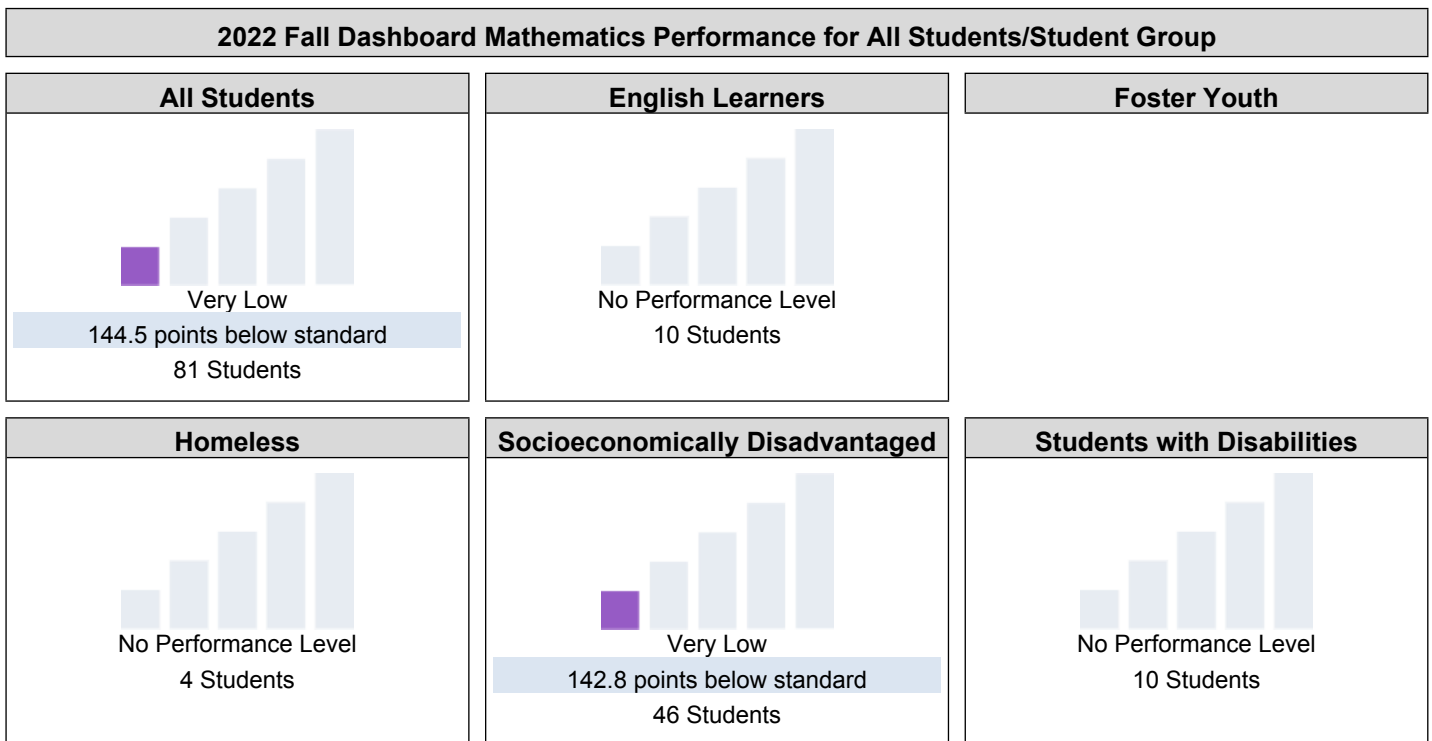
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



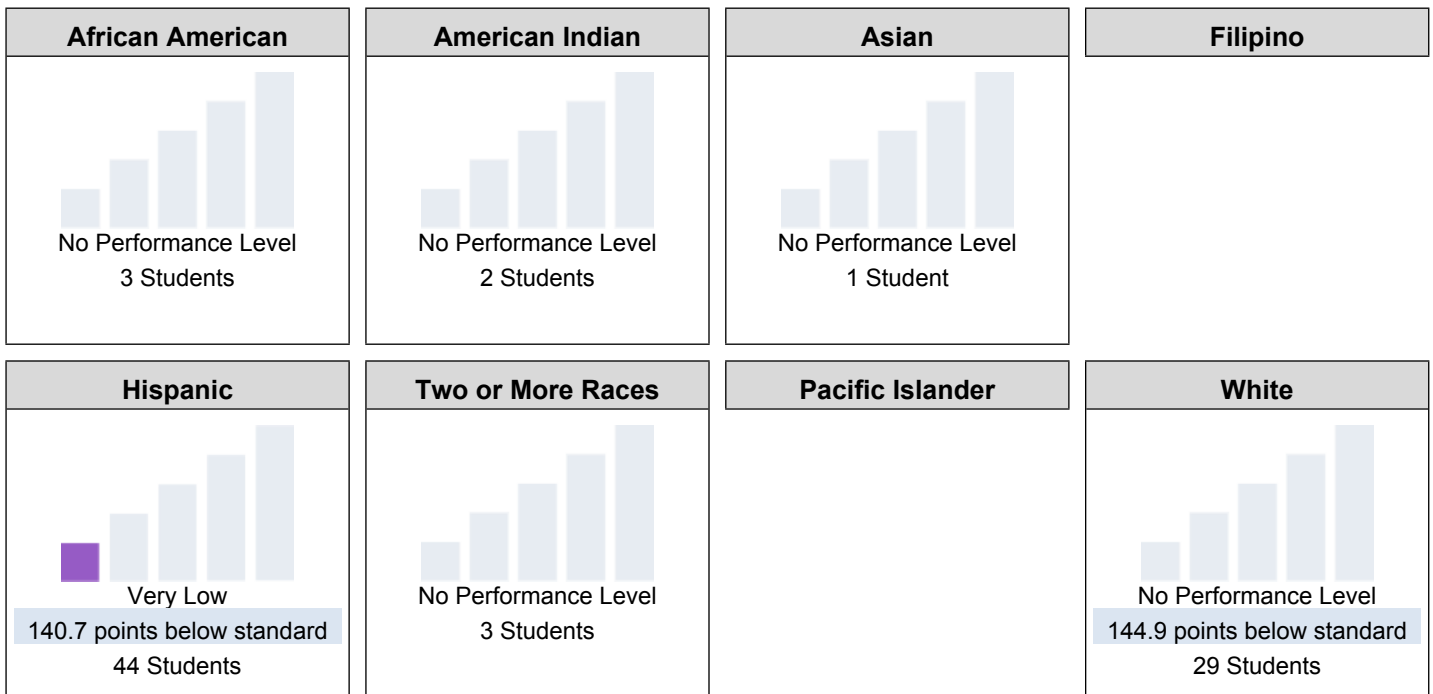
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	1 Student	<div style="background-color: #e0e0e0; padding: 2px;">151.7 points below standard</div> 47 Students

Conclusions based on this data:

1. Improved Mathematics scores need to be a focus for all populations.
2. Professional development in mathematics needs to be identified and additional scaffolding supports put in place.
3. 2021-22 test results indicate learning loss and the need for differentiated instruction and extended school year.

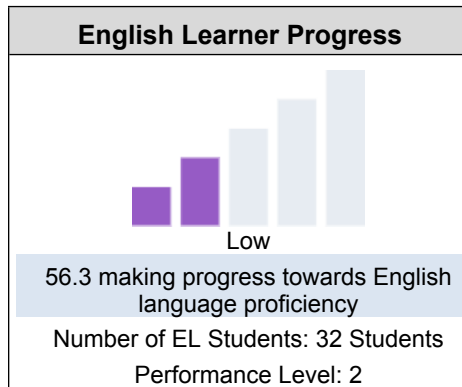
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.9%	21.9%	12.5%	43.8%

Conclusions based on this data:

- 56.3% of our English Language Learners have maintained an ELPI Level 4 or progressed one ELPI Level
- 2021-22 test results indicate learning loss and the need for differentiated instruction and extended school year.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. School wide focus on student's being A-G ready has been encouraged through registration process.
2. Block Schedule allows for students to have both a high A-G completion rate in addition to CTE pathway completers
3. RVHS continues to have a high graduation rate.

School and Student Performance Data

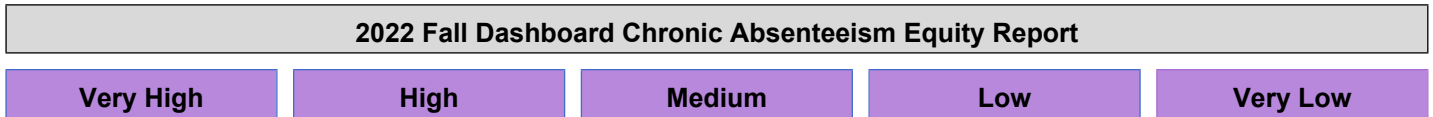
Academic Engagement Chronic Absenteeism

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

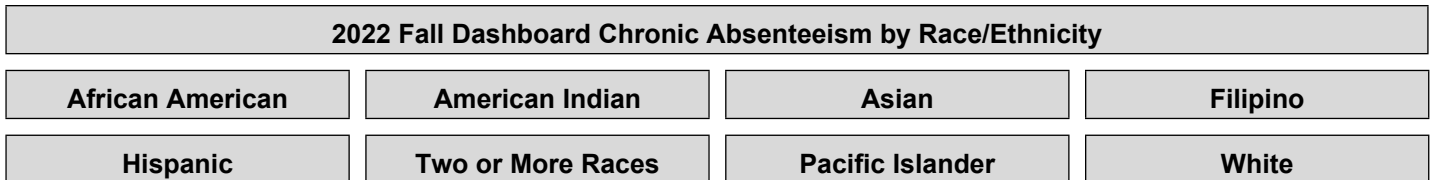
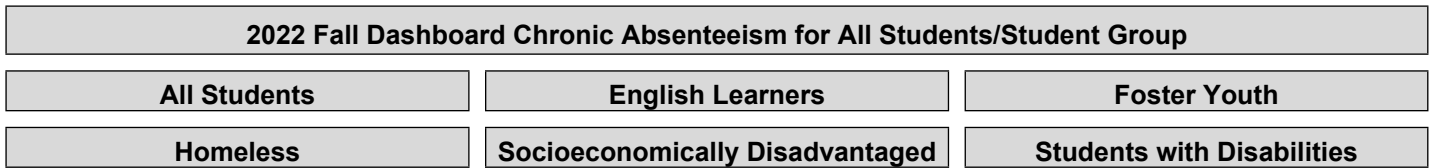
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High High Medium Low Very Low
 Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



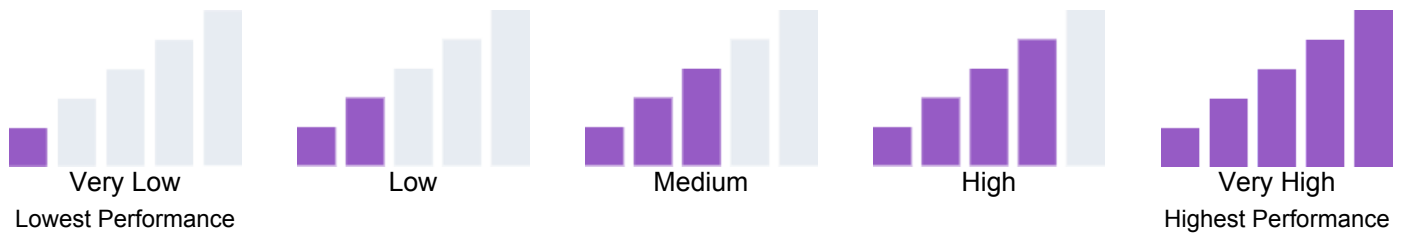
Conclusions based on this data:

1. Chronic absenteeism has not been an issue in past years.
2. Data from 22-23 school year may show an increase in absenteeism

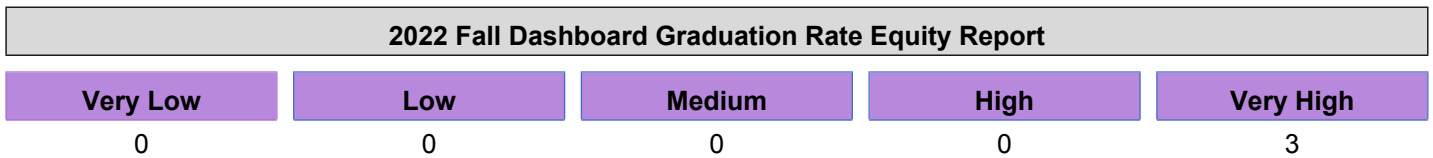
School and Student Performance Data

Academic Engagement Graduation Rate

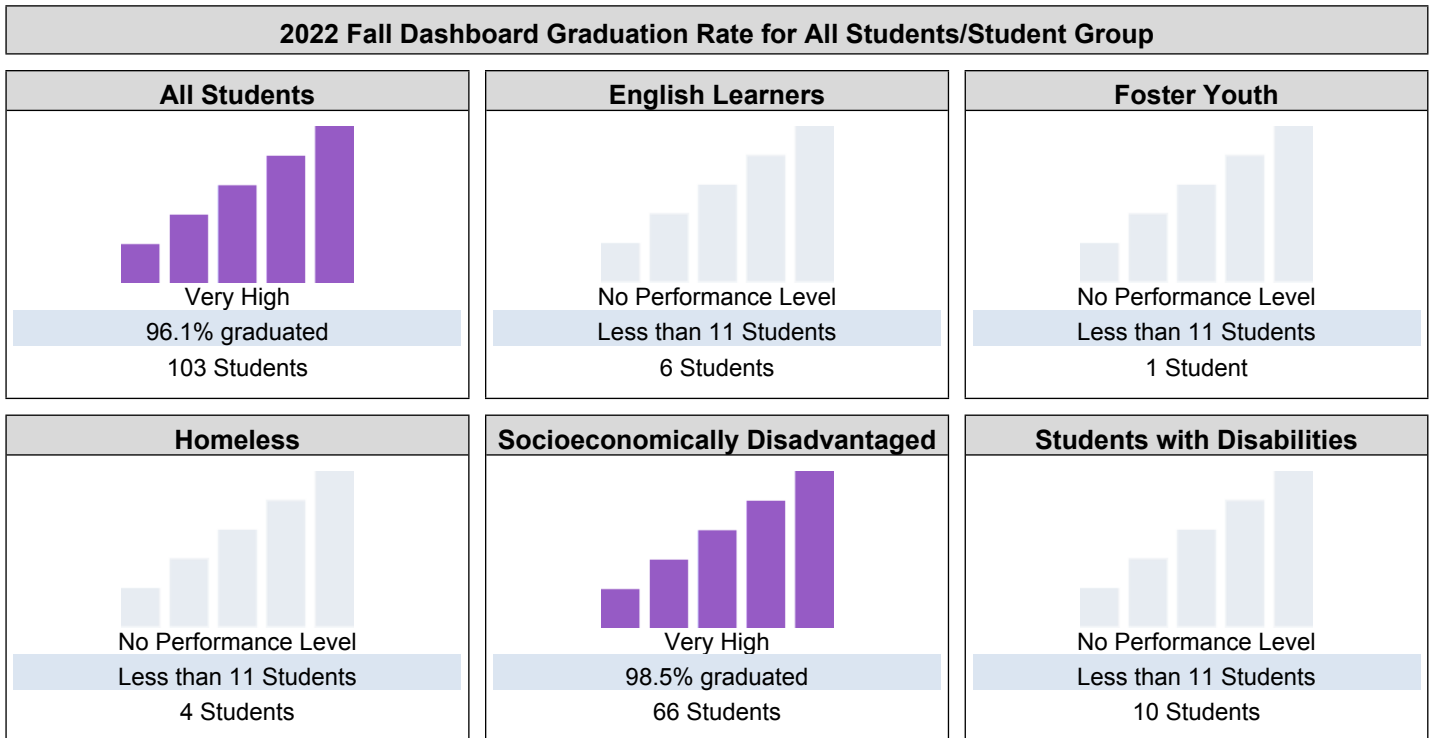
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



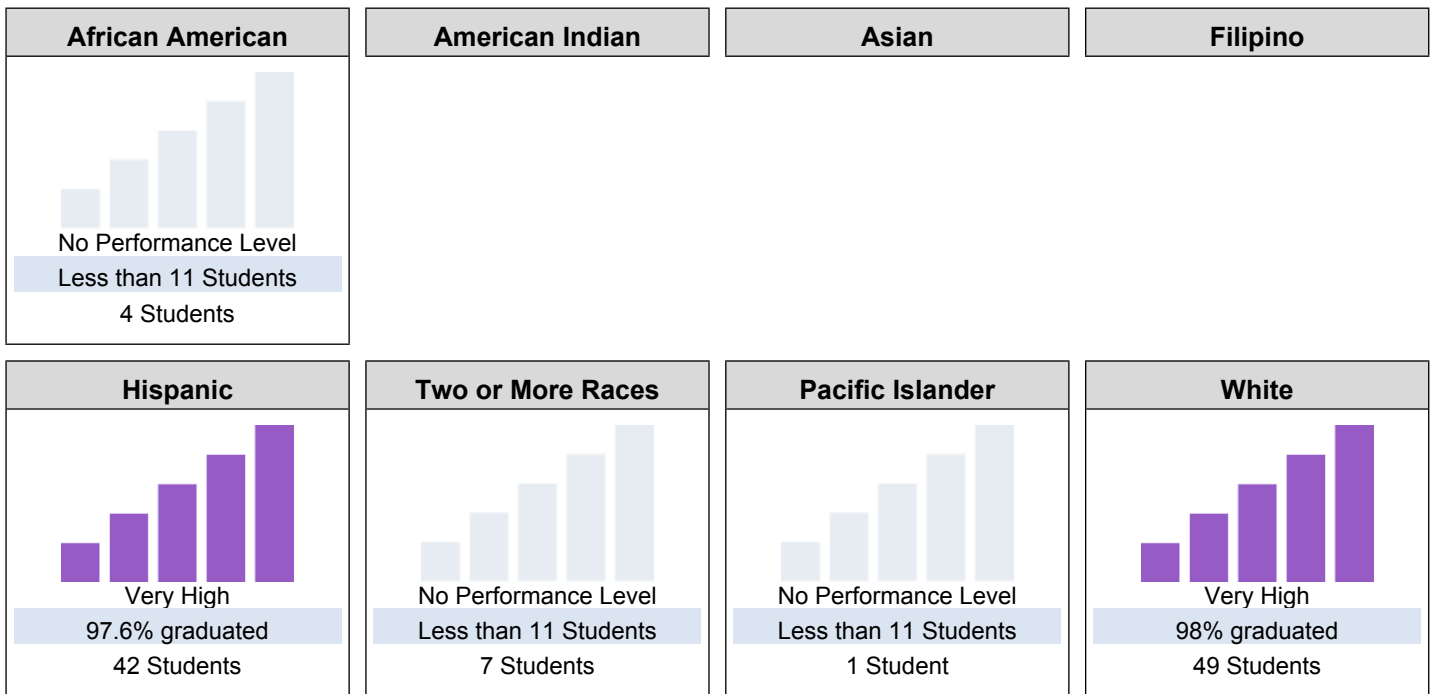
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

1. RVHS maintains a high graduation rate.
2. Students who start at RVHS but may transfer remain in our cohort for data collection.

School and Student Performance Data

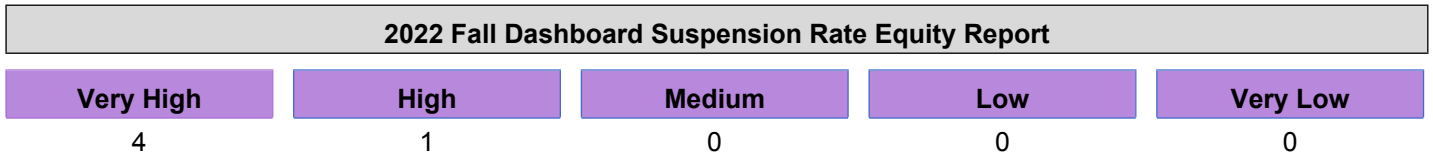
Conditions & Climate Suspension Rate

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

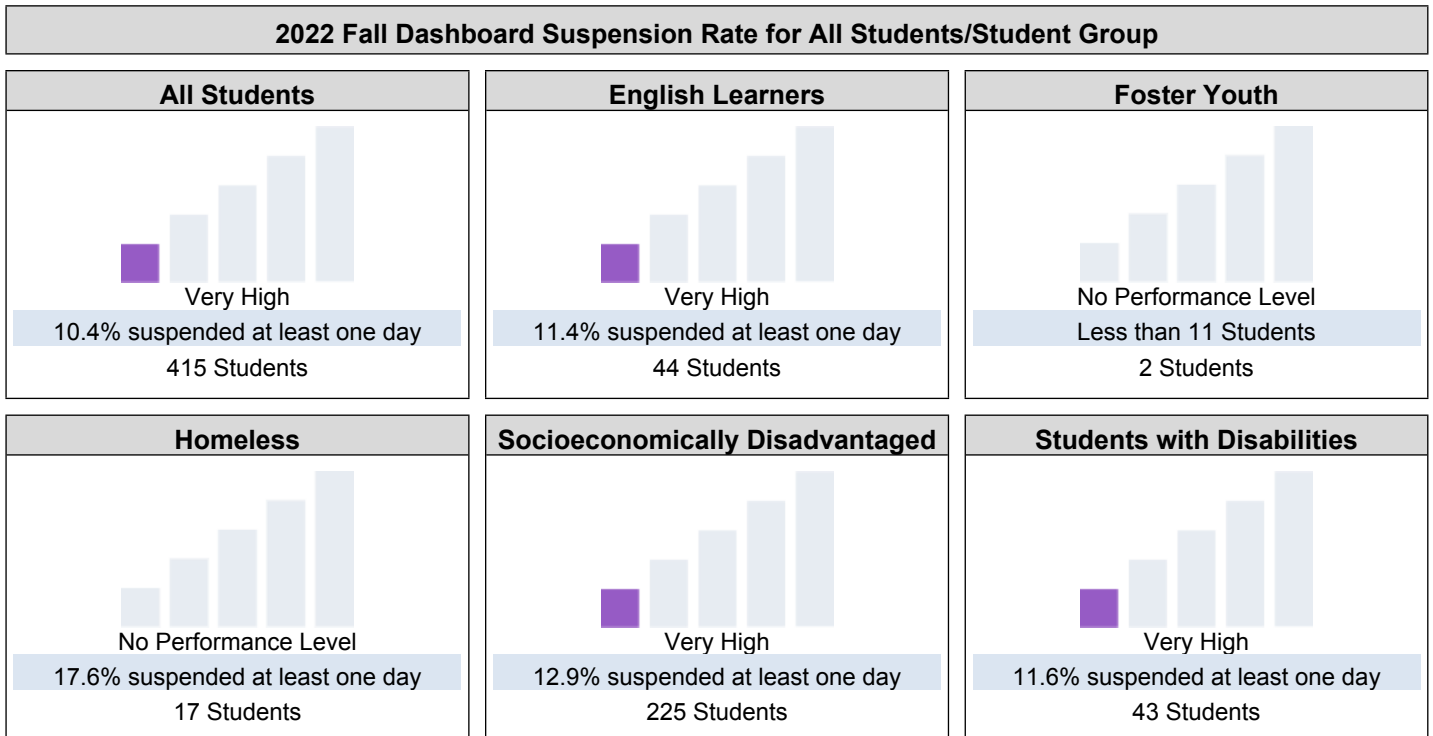
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



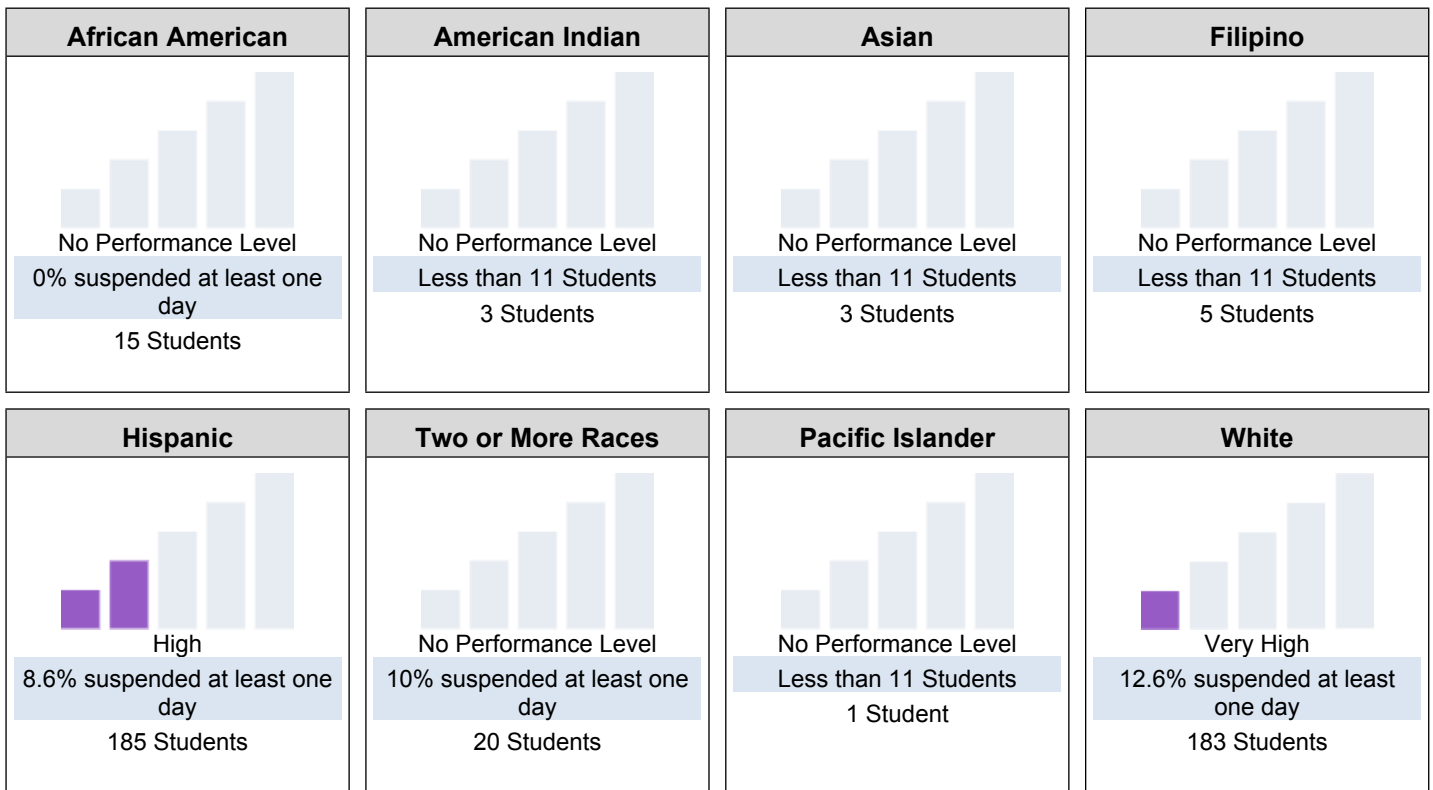
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Social emotional learning loss during the pandemic has resulted in higher suspension rates.
2. RVHS continues to practice the restorative justice model.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Priority 1 - Basic Services

LEA/LCAP Goal

Improve and support student learning to close the achievement and ensure all students who graduate are college and career ready.

Goal 1

Improve student achievement and provide the necessary skills to pursue career/technical and/or post secondary education.

Identified Need

Goal Statement:

By June 2024 65% of RVHS students will achieve a 3.0 or better GPA and less than 10% of RVHS students will be on the ineligibility list. And 35% of 12th grade students will have completed a CTE Pathway.

Additionally, RVHS will improve student access to explore post-secondary plans and help students explore choices and build skills for success after high school.

Area of Improvement #1: Focus on improving achievement and proficiency in ELA and Math

Area of improvement #4: Develop a data analysis system to drive instruction and monitor growth

What data did you use to form this goal (findings from data analysis)?

Transcripts, report cards, detention and suspension records, AP course enrollments, and Measures of Academic Performance

What process will you use to monitor and evaluate the data?

Early Release Wednesday Collaboratives, Department Meetings, MAP results, curricular assessments, block schedule and grades.

Strategy:

Block Schedule, Intervention (summer, after school, winter), Goal setting, counseling.

What did the analysis of the data reveal that led you to this goal?

In 2022- 23 school year 63% of students in Block A Term 1 were on the Honor Roll, and 65% of students in Block A Term 2 were on the honor roll.

47% of the Class of 2023 were A - G ready. Currently RVHS averages 10-18% of the student population on the ineligible list.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Develop a data analysis system

Task:

Rio Vista High School continues to develop a collaborative structure, a comprehensive, detailed, and realistic strategic plan, and allocate sufficient resources to facilitate the use of data to drive instruction and monitor growth and to effectively communicate data and analysis of data to all stakeholders. In addition, Rio Vista High School continues to monitor at risk students and provide targeted instruction. Core and CET teachers will be offered paid summer collaborative time for backwards mapping.

Measures:

Master schedule, class registration, student grades, visitations, parental and teachers input.

People Assigned:

Administration

Counselor

Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000.00

Source(s)

Discretionary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide AVID class for each grade level. Implement school wide AVID strategies and support AVID Site Team

Task:

Support students in achieving skills necessary to be successful in a college atmosphere. Utilize AVID strategies which include: school wide notebook, Cornell Note Taking, and Critical Reading.

Send a team of teachers to AVID summer training and additionally provide training for student tutors during the school year.

Measures:

AVID student grades, college acceptance rate, and classroom observations.

People Assigned:

AVID site team

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3185.00

Source(s)

Site Supplemental & Concentration

Supplies and Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide CTE Pathways for students. 30% of the Class of 2022 were CTE completers. Increase CTE completers in Class of 2024 by 5%.

Task:

RVHS offers Career Pathways in Culinary Arts, Construction, Graphic Design, Education, and Agricultural Mechanics. Research possibility of a Health/Medical Pathway.

Measures:

Classroom syllabi, class enrollments and CTE Pathway completers.

People Assigned:

CTE Teachers , counselor, Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500.00

Source(s)

Discretionary

Supplies and Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase student access to post secondary/career options

Task:

Increase invitations to schools/colleges/tech school representatives to present programs or information to RVHS students. Provide parent student nights focusing on post graduate opportunities and financial support. And support a career fair on alternative years.

Measures:

Calendar of presentations and visits.

People Assigned:

Administration Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

Discretionary

Materials and supplies

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

Increase Percentage of Graduating Seniors Who Complete A-G Requirements.

Task:

47% of the Class of 2023 will have fulfilled the A-G requirements for admission into a UC or CSU by June of 2023. Staff continues to strive for 100% student A-G requirements completed in the 2023-24 school year. Additionally staff will encourage a higher participation rate of the SAT/ and or ACT exam.

Measures:

Transcripts.

Class of 2012 28% completed A-G courses for CSU/UC.

Class of 2013 32% completed A-G courses for CSU/UC.

Class of 2014 47% completed A-G courses for CSU/UC.

Class of 2015 50% completed A-G courses for CSU/UC.
 Class of 2016 39% completed A-G courses for CSU/UC.
 Class of 2018 41% completed A-G courses for CSU/UC
 Class of 2019 52% completed A-G courses for CSU/UC
 Class of 2020 42% completed A-G courses for CSU/UC
 Class of 2021 51% completed A-G courses for CSU/UC
 Class of 2022 60% completed A-G courses for CSU/UC
 Class of 2023 47% completed A-G courses for CSU/UC

People Assigned:
 Administration
 Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Provide student access to PSAT and SAT test on campus

Strategy/Activity

Task:

PSAT test will be purchased and scheduled on campus for all 10th and 11th grade students. An SAT test will be scheduled for 12th grade students on campus in the fall of 2022 and an additional SAT will be scheduled in the spring of 2023 for 11th grade students on campus., Additionally a PSAT will be scheduled for 9th grade students in the spring of 2023

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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1000.00

Discretionary

Testing fees

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Priority 2 - Implementation of State Standards

LEA/LCAP Goal

Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

Goal 2

Common Core Standards

Identified Need

Goal Statement:

RVHS will ensure students have access to rigorous textbooks and materials aligned to the Common Core Standards, provide professional development for teachers on the instructional shifts necessary to effectively implement Common Core Standards, and develop tools to evaluate the effectiveness of classroom instruction. In addition, RVHS will address programs to mitigate learning loss during the global pandemic. All students will baseline test in Measures of Academic Testing in Math and ELA in the fall of 2022. Each grade level will test 3 times a year. Objective: 60% of students in each grade level will reach their growth projection in both ELA and Math.

Area of Improvement #2: Focus on student achievement and proficiency in ELA and Math

Area of Improvement #5: Initiate a systematic and sustainable means by which to identify at-risk students, provide targeted interventions, and monitor progress

Strategy:

Initiate a systemic and sustainable means by which to identify at-risk students, provide targeted instruction and monitor progress.

What did the analysis of the data reveal that led you to this goal?

Since 2010, 45 states have adopted the Common Core Standards for English Language Arts/Literacy and Math. The change in curricular pacing and pedagogy will prepare our students for college and career, in the hope of meeting the demands of a more global marketplace.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will be tested 3 times/year utilizing Measures of Achievement. Teachers will be provided with opportunities to collaborate and examine data. They will utilize the data to drive instruction, determine areas of strength and weaknesses and develop strategies for intervention. In Advisory period students will examine data, determine areas of growth and set goals with teacher after each test.

Task:
MAP test will be scheduled in the fall, winter, and spring.

Measures:
Teachers and students will be trained on MAP Growth Reports and will set measurable goals.

People Assigned:
All Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000.00	Discretionary Materials and Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learner

Strategy/Activity

Provide two classes of ELD instruction and explore ELD curriculum, engagement strategies, and professional development

Task:
Develop an English Language Development curriculum that is engaging for students.

Measures:
Student engagement, Purchase Orders

People Assigned:
Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000.00

Source(s)

Site Supplemental & Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide Teachers with Opportunities to Attend Professional Development Conferences

Task:

Budget for AP Summer Institute, AVID Summer Institute, Mental Wellness Conference, School Leadership, and School Culture Conference.

Measures:

Registration forms Conference agendas Reporting

People Assigned:

Administration

Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,500.00

Source(s)

Lottery: Unrestricted

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

RVHS will provide district sponsored summer school for credit recovery, ELA and Math Academies, CTE Academies.

Task:

Students at RVHS need to be provided with strategies to mitigate learning loss

Measures:

Attendance, grades, credits, transcripts

People Assigned:

Administration

School Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Provide an Algebra Support Class and a

Task:

RVHS will provide an Algebra Support class in addition to Algebra 1 classes. Struggling Algebra 9th grade students will enroll in the Algebra Support Class one block and the Algebra 1 class the following block. The block schedule enables students to access higher level courses once mastery is met. 75% of the Algebra Support students will pass Algebra 1. In addition, RVHS needs to identify 10th and 11th grade students who are not meeting the math standard and explore possibility of an intervention class during intersession or summer.

Measures:

Passing rates Algebra Support and Algebra 1 Class

People Assigned:

Administration

Math Department

Special Education Department

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teachers with a classroom budget to support student learning and classroom materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3900.00

Source(s)

Discretionary

Materials and supplies

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Priority 3 - Facilities

LEA/LCAP Goal

Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction

Goal 3

Classrooms will be safe and support student learning

Identified Need

Goal Statement:

RVHS will provide facilities that are safe and well- maintained and classrooms ready to support learning for the 21st century.

Area of Improvement #2: Focus on improving student achievement in ELA and Math with a focus on proficiency on the CAASPP

What data did you use to form this goal (findings from data analysis)?

Technology inventory and survey, logs, work orders, walk throughs and emergency plans and drills

Strategy:

Technology is an integral part of the educational setting. Resources must be allocated to provide for technology upgrades and improvement.

What did the analysis of the data reveal that led you to this goal?

The campus is clean and facilities are continually evaluated and upgraded.. A bond measure for school improvement was passed by voters and stakeholders have shared their vision for school improvement,

RVHS continues to update emergency plans and drills, In addition, The Catapult Emergency System, which operates in real time, has been purchased for the 2023-24 school year.

Technology at RVHS is beginning to meet the needs of a 21st Century Classroom., There is a need to continually access and upgrade hardware, software and student and teacher expectations.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide maintain and support Chrome labs, teacher workstations, teacher lap tops or surface pros, and classroom hardware,

Task:

Provide 1 to 1 access to chrome books, teacher work stations, and equip every classroom with necessary hardware.

Measures:

Classroom, teacher and student inventory

People Assigned:

Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15000.00

Source(s)

Discretionary

Hardware and software

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Upgrade Interactive Classroom TV's, RVHS Theater and Wellness Center technology. Explore possibility of live broadcasting on campus.

Task:

RVHS needs to determine and purchase appropriate technology for theater and Wellness Center use by students and the community. This should include TV's capable of screencasting, device charging stations, cameras, and live streaming hardware.

Measures

Theater technology inventory

People Assigned:

Administration

Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	Site Supplemental & Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Develop a Facilities Master List with input from all stakeholders

Task:
 Provide a master list of upgrades, improvements and repairs on campus. Continue to improve and maintain the conditions of the facilities by developing a master calendar of routine maintenance needs, ie: painting, irrigating, pressure washing, mowing, and spraying. Institute procedures to ensure students keep campus clean and neat. Continue Campus Beautification Program.

Measures:
 Facilities and technology inventory, work orders, stakeholders input

People Assigned:
 Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP 3 - Parent Involvement

LEA/LCAP Goal

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement

Goal 4

Increase opportunities for parent to support students.

Identified Need

Goal Statement:

RVHS will implement multiple forums for involving parents in student and school activities. During the 2022-23 school year there were 20 opportunities for parental input and 44 opportunities for parents to be involved on campus, excluding athletics., Increase parental input and involvement activities by 5%.

Area of Improvement #1 expand mental health and partnerships to support students in crisis.
Area of Improvement #6 Increase stakeholder engagement

What data did you use to form this goal (findings from data analysis)?
LCAP Meetings, surveys, parental input.

Strategy:

Continue to provide and implement new communication tools to keep parents involved.,

What did the analysis of the data reveal that led you to this goal?
Parents continue to express a need for continued and additional communication tools.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Create Multiple Parent Forums

Task:

Establish a School Site Council, an English Language Advisory Committee, Grade Level Parent Meetings, FAFSA Nights, 12th Grade Parent Nights, Grade level parental meetings, Cash for College, College Readiness, Athletic Coaches/Parents/Athletes Night, a Booster Club, and Arena Conferencing. In addition, schedule a monthly "Coffee or Dessert with RVHS Staff" to involve parents and students on an informal meeting status.

Measures:

Agendas and minutes from various committees.

People Assigned:

Administration Counselor Teachers Athletic Director
Athletic Coaches

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000.00

Discretionary

Materials and supplies

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

Utilize Technology To Increase Parental Communication

Task:

RVHS will continue to implement a web based program for grades and reporting to keep parents informed weekly regarding student progress. Regularly input school information, events, and activities on Parent Square, Facebook and Instagram. Continue to develop and increase parent e-mail data base. Continue to send weekly bulletins, monthly newsletters, Remind and other information to parents via the data base. Continue teacher/parent call logs. Explore possibility of live streaming broadcast on campus and into homes.

Measures:

Surveys, logs, e-mails, access numbers from AERIES, and Arena Conferencing.

People Assigned:

Administration
Counselor
Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

Discretionary

Materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide parents with opportunities to celebrate their student's successes.

Task:

Invite parents to student rewards celebrations, provide evening opportunities to celebrate student success, and utilize different forums and locations (athletic events, Booster Club, ELAC and SSC meetings, and grade level parent meetings).

Measures:

Agendas

People Assigned:

Administration Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

Site Supplemental & Concentration

Materials and supplies

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Priority 5 -School Clima

LEA/LCAP Goal

Foster a school and district culture that ensures academic/social and emotional well-being for all students

Goal 5

Foster a safe environment that supports the academic and social/emotional needs of students

Identified Need

Goal Statement:

RVHS will provide an educational environment that promotes rigorous academics, exploration of elective areas and student engagement and well-being. Positive referrals will increase by 10% and detentions and suspensions will decrease by 10%

Area of Improvement #1 Expand mental health resources and partnerships to support students

Area of improvement #5 Initiate a system to identify at risk students and provide target instruction

What data did you use to form this goal (findings from data analysis)?

Course registration, 8th grade parent night, student six year plans, principal observations, walk throughs, Wellness Center visitations, counseling referrals

What process will you use to monitor and evaluate the data?

Stakeholders input, honor roll and ineligibility List, CTE completers, master schedule, Rammie of the month, detention and suspension rates.

Strategy:

Provide a variety of instructional strategies and activities that foster student engagement while promoting mental health.

What did the analysis of the data reveal that led you to this goal?

There is a need to provide additional mental health counseling, strategies for coping with emotional issues, Restorative Justice training, and a variety of classes, clubs, and activities that promote student engagement and well-being.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support AVID Site Team

Task:

Support students in achieving skills necessary to be successful in a college/career atmosphere. Utilize AVID strategies which include: school wide notebook, Cornell Note Taking, and Critical Reading. Send a team of teachers to AVID summer training and additionally provide training for student tutors during the school year.

Measures:

AVID student grades, college acceptance rate, and classroom observations.

People Assigned:

AVID site team

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	Discretionary College Field Trips
5000.00	Discretionary Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide CTE Pathways for Students. 30% of the Class of 2023 were CTE completers. Increase CTE completers in Class of 2024 by 5%.

Task:

RVHS offers Career Pathways in Engineering, Culinary Arts, Construction, Graphic Design, Education, and Agricultural Mechanics. .

Measures:

Classroom syllabi, class enrollments and CTE Pathway completers.

People Assigned:

CTE Teachers Counselor Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500.00	Site Supplemental & Concentration Materials, supplies, conferences

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Support Student Math and Writing Center

Task:
RVHS needs to continue the implementation of a student-centered Math and Writing Center. Tutors are trained to assist students in successful writing and math strategies and completion.

Measures:
Math and ELA grades, EAP scores, SBAC test results.

People Assigned:
Administration Counselor
ELA Department

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Discretionary Substitutes, Supplies and Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Support Extracurricular Activities

Task:

Support Extracurricular Athletics, VAPA, Radio Rio, FFA, and Academic Decathlon

Measures:

Student Enrollment.

People Assigned:

Athletic Director Teachers Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

75500.00

Source(s)

Lottery: Unrestricted

Stipends, transportation, officials, dues, competitions, and events

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Continue implementation of the Wellness Center

Task:

Enlarge the Wellness Center to support more students and student groups

Measures:

Nami Meeting Agendas

People Assigned:

Counselor
NAMI Club

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000.00

Source(s)

Discretionary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Educate students on diversity and cultural events,

Task:

Implement a Black Student Union, provide events to celebrate cultures, and train teachers in addressing racial bias

Measures:

Agendas, trainings, events

People Assigned: Principal

Administration

Teachers

Clubs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

Site Supplemental & Concentration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Programs to Address Social and Safety Issues on Campus

Task:

Provide instructional time and programs that address both on campus and social bullying for students, teachers, and parents. Provide instructional time and programs that address tobacco, alcohol, and drug use in young adults for students teachers, and parents

Provide Family Life Program for all 9th grade students. Investigate alternative discipline strategies in resolving issues.

Measures:

Panorama and WASC survey, suspension, and counseling referrals.

People Assigned:
Administration Counselor Nurse

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Continue to reward students for exemplary behavior in academics, attendance, athletics, responsibility, and Leadership.

Task:

Provide 4 student 4 Showcases, 4 Rammies of the Month, Athletic Awards Night, Academic Awards Night, Attendance Rewards and Gotcha being good cards.

Measures:

Teacher input, honor roll, attendance records, scholarships.

People Responsible:

Administration
Counselor]
Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

1000.00

Discretionary

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	\$155583.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$155,585.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
	\$0.00
Discretionary	\$51,900.00
Lottery: Unrestricted	\$80,000.00
Site Supplemental & Concentration	\$23,685.00

Subtotal of state or local funds included for this school: \$155,585.00

Total of federal, state, and/or local funds for this school: \$155,585.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Discretionary	51,900.00
Lottery: Unrestricted	80,000.00
Site Supplemental & Concentration	23,685.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Discretionary	51,900.00
	Lottery: Unrestricted	80,000.00
	Site Supplemental & Concentration	23,685.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,685.00
Goal 2	16,400.00
Goal 3	25,000.00

Goal 4	11,000.00
Goal 5	90,500.00
Goal 6	0.00
Goal 7	0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Kristy Apple <i>Kristy Apple</i>	Classroom Teacher
Jay Forbes <i>Jay Forbes</i>	Parent or Community Member
Rick Vieira <i>Rick Vieira</i>	Parent or Community Member
Jennie Gornto <i>Jennie Gornto</i>	Parent or Community Member
Jane Cronin <i>Jane Cronin</i>	Parent or Community Member
Bonnie Selph <i>Bonnie Selph</i>	Parent or Community Member
Ann Arroyo <i>Ann Arroyo</i>	Other School Staff
Victoria Turk <i>Victoria Turk</i>	Principal
Michelle Bowers <i>Michelle Bowers</i>	Parent or Community Member
Chris Smith <i>Chris Smith</i>	Classroom Teacher
Kelli Mahoney <i>Kelli C. Mahoney</i>	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

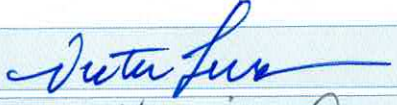
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Victoria Turk on 5/10/23	
SSC Chairperson, Kristy Apple on 5/10/23	