

**BOARD OF TRUSTEES  
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street  
Rio Vista, California 94571-1561

**BOARD AGENDA BRIEFING**

Meeting Date: June 25, 2019

Attachments: X

From: Katherine Wright, Director of Educational Services

Item Numbers: 10.5

Type of item: (Action, Consent Action or Information Only): Consent Action

**SUBJECT:**

Request to approve the Rio Vista High, Bates Elementary and D.H. White Elementary Schools Single Plans for Student Achievement for the 2019-2020 school year.

**BACKGROUND:**

Rio Vista High, Bates Elementary and D.H. White Elementary have met with their School Site Councils (SSC) and have the attached plans for the 2019-2020 school year approved.

**STATUS:**

Educational Services has reviewed Rio Vista High, Bates Elementary and D.H. White Elementary Schools SPSAs and recommends them for Board approval.

**PRESENTER:** Katherine Wright, Director of Educational Services

**OTHER PEOPLE WHO MIGHT BE PRESENT:**

**COST AND FUNDING SOURCES:** N/A

**RECOMMENDATION:**

That the Board approve the Single Plans for Student Achievement (SPSA) as presented.

Time allocated: 15 minutes

# SPSA 2019-20

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

River Delta Joint Unified District

**Rio Vista High**

Local Board Approval Date: **06/25/2019**

Schoolsite Council (SSC) Approval Date: **05/15/2019**

CDS Code: 34674134835302

Principal: Victoria Turk, Principal

Superintendent: Don Beno

Address: 410 South Fourth St.  
Rio Vista, CA 94571-1939

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Web Site: <http://rvhs-rdusd-ca.schoolloop.com/>





## 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)

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

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.



## 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.](#)

The School Site Council receives input from all stakeholders in both the school and the community.



## RESOURCE INEQUITIES

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

NA

## Goals, Strategies, Expenditures, & Annual Review



### GOAL 1

Goal Area: [LCAP Priority 1 - Basic Services](#)

Goal Title: [Support Learning for the 21st Century](#)

State Priorities:

- 5 - Pupil Engagement
- 1 - Basic Services

LCAP Goal:

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

**Identified Need:****Goal Statement:**

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

Critical Learner Need #1 - Student engagement and emotional safety.

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

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

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

Ongoing evaluation of computer labs and network availability, classroom observations, purchase orders, and work orders.

**Strategy:**

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

**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.

RVHS continues to update emergency plans and drills. In addition, RVHS has purchased, implemented and trained staff in the Catapult Emergency Management System that operates in real time.

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.

**STRATEGY/ACTIVITY 1**

Strategy Title: [Provide, Maintain and Support Chrome Labs](#)

Students to be Served by this Strategy/Activity:

All

**Strategy/Activity:****Task:**

Maintain 6 portable chromebook labs and one mini portable chromebook lab for teachers to utilize in implementing California Common Core State Standards. Add additional mini chromebook lab to campus as funding provides.

**Measures:**

Classroom observation, inventory, check out process.

**People Assigned:**

Administration

Teacher

Counselor

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
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Source	Budget Reference	Amount
Site Supplemental and Concentration	Hardware and software	\$3,000.00

## STRATEGY/ACTIVITY 2

Strategy Title: Purchase Catapult Emergency Response System

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**

Continue to monitor and drill staff on Catapult Emergency Plan System. Provide training to new staff and students. Schedule emergency drills that operate in real time.

**Measures:**

Logs

**People Assigned:**

Administration

Lead Custodian

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Training	\$750.00
Site Supplemental and Concentration	Trainings	\$750.00

## STRATEGY/ACTIVITY 3

Strategy Title: Explore Different and Creative Means to Maintain a Safe, Secure, and Clean Environment

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:** Collaborate with Student Leadership and NAMI Club (National Association of Mental Illness) to explore options for campus safety and cleanliness.

**Measures:**

Meeting agendas

classroom lesson plans

**People Assigned:**

Nami Club

Leadership class

Advisor  
Teachers

## STRATEGY/ACTIVITY 4

Strategy Title: [Provide an Information Center on Campus.](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Students have requested a centralized area for posting school activities and information.

**Measures:**

Purchase Order

Work Order

**People Assigned:**

Leadership class

Administration

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary		\$1,000.00



## GOAL 2

Goal Area: [LCAP Priority 2 - Implementation of State Standards](#)

Goal Title: [Common Core Standards](#)

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

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

Identified Need:

**Goal Statement:**

RVHS will insure 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.

Critical Learner Need #4: Continue to address the percentage of students not proficient in English, Math, Social Science, and Science while developing a school-wide vision of rigor.

Critical Learner Need #5: Continue articulation process with Riverview Middle School.

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

Common Core adoption process.

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

Early release Wednesdays, collaborative meetings, department meetings and benchmark assessments.

**Strategy:**

Professional development in Common Core.

**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.

**Student Population**

Explore information about this schools's student population.



**STRATEGY/ACTIVITY 1**

Strategy Title: **Implement Common Core and CTE State Standards**

Students to be Served by this Strategy/Activity:

CTE Students

Strategy/Activity:

**Task:**

RVHS will continue the implementation of Academic Conversations. Trainings of staff will continue and all teachers will have the opportunity to visit other classrooms. Level of Academic Conversations in each classroom will be evaluated.

**Measures:**

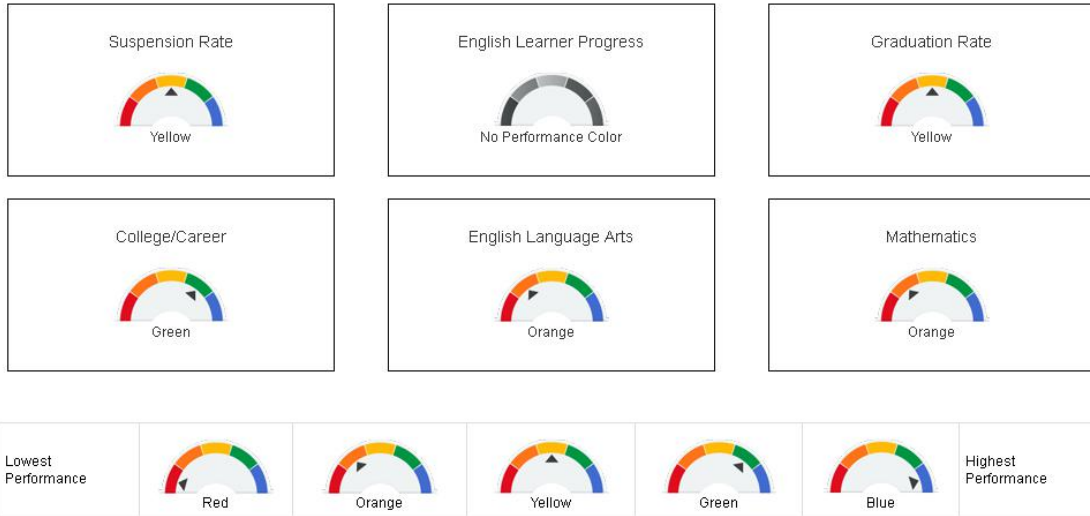
Staff meetings, department meetings, observations, benchmark assessments and professional development agendas.

**People Assigned:**

All Teachers

**School Performance Overview**

Explore the performance under California's Accountability System.



**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Discretionary	Materials and Supplies	\$1,000.00
Discretionary	Substitutes to provide release time	\$1,000.00

**STRATEGY/ACTIVITY 2**

Strategy Title: Provide Academic Training in Core Subject Areas to Instructional Assistants  
 Students to be Served by this Strategy/Activity:

All

**Strategy/Activity:**

**Task:**

Special Education Instructional Aides spend the majority of their day in core curricular classes. There is a need to train these individuals in the skills necessary to assist students.

**Measures:**

Provide on campus training in all curricular areas.

**People Assigned:**

- Administrator
- Teachers
- Instructional Aides

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Site Supplemental and Concentration	Training supplies	\$500.00
Site Supplemental and Concentration	Variable pay	\$500.00



### STRATEGY/ACTIVITY 3

Strategy Title: Provide Classroom Teachers with a Supply Budget

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**

All classroom teachers will be given a supply budget to purchase materials for student engagement.

**Measures:**

Student engagement

Purchase Orders

**People Assigned:**

Teachers

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Site Supplemental and Concentration	Classroom supplies	\$3,000.00

### STRATEGY/ACTIVITY 4

Strategy Title: Provide Teachers with Opportunities to Attend Professional Development Conferences

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**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:**

Principal

Teachers

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
--------	------------------	--------

Source	Budget Reference	Amount
Site Supplemental and Concentration		\$5,000.00

## STRATEGY/ACTIVITY 5

Strategy Title: Explore Options for a Health Class

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**

Students at RVHS need a health class that educates on Gender Identification, Mental Health, Family Life, Drug/Alcohol/Vaping, etc.

**Measures:**

Explore options in master schedule 2020-21

**People Assigned:**

Administration

RVHS Leadership Team

SSC

Central Office

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted		\$1,000.00



## GOAL 3

Goal Area: LCAP Priority 3 - Parent Involvement

Goal Title: Increase Opportunities for Parents to Support Students

State Priorities:

- 3 - Parent Involvement

LCAP Goal:

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

Identified Need:

**Goal Statement:**

RVHS will implement multiple forums for involving parents in student and school activities.

Critical Learner Need #2: Implement processes that encourage SED students to raise grades and test scores while developing a network to support their families in obtaining the tools and resources available.

**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 with parents.

**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..

**STRATEGY/ACTIVITY 1**

Strategy Title: [Create Multiple Parent Forums](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**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**

Source	Budget Reference	Amount
Discretionary	Postage and Materials	\$1,500.00

**STRATEGY/ACTIVITY 2**

Strategy Title: [Utilize Technology To Increase Parental Communication](#)

Students to be Served by this Strategy/Activity:

All

**Strategy/Activity:****Task:**

RVHS will continue to implement a web based program for grades and reporting to keep parents informed weekly regarding student progress. Regular use of School Messenger to announce school events. Regular updating of RVHS web page. Continue to develop and increase parent e-mail data base. Continue to send weekly bulletins, monthly newsletters and other information to parents via the data base. Continue teacher/parent call logs. Explore the possibility of an RVHS Instagram Page.

**Measures:**

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

**People Assigned:**

Administration  
Counselor  
Teachers

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Site Supplemental and Concentration	Supplies and Materials	\$1,000.00

**STRATEGY/ACTIVITY 3**

Strategy Title: [Refine a Pre-registration Process at RVHS](#)

Students to be Served by this Strategy/Activity:

All

**Strategy/Activity:****Task:**

Continue a Pre-School registration process that will take place in August prior to school opening. Students will receive class schedules, obtain necessary school information, and purchase supplies. Student registration for 2019-20 school year will be complete by March 2019. Counselor and administration will meet with students to confirm class schedules and make necessary changes in the Spring.

**Measures:**

Pre-School registration form and agenda.

**People Assigned:**

Administration  
Counselor  
Teachers  
Office staff

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Site Supplemental and Concentration	Supplies	\$1,000.00
Discretionary	Supplies	\$1,000.00

## STRATEGY/ACTIVITY 4

Strategy Title: Explore Purchase of Remind Platform

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**

There is a need to provide an SMS system of communication for parents and students.

**Measures:**

Purchase Order

Message Logs

**People Assigned:**

Principal

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted		\$1,000.00

## » GOAL 4

Goal Area: LCAP Priority 4 - Pupil Achievement

Goal Title: Improve Student Achievement and Behavior While Eliminating disproportionality Among Subgroups

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Identified Need:

**Goal Statement:**

By June 2020 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. Additionally, RVHS detention, suspensions, and Advanced Placement Enrollment will reflect the school's population. All RVHS students will be encouraged to enroll and complete A-G Requirements.

Critical Learner Need #4: Continue to address the percentage of students not proficient in English, Math, Social Science, and Science while developing a school-wide vision of rigor.

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

Transcripts, report cards, detention and suspension records, AP course enrollments.

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

Early Release Wednesday Collaboratives, Department Meetings, curricular assessments, Block grades.

Strategy:

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

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

59% of students in Block A Term 1 were on the Honor Roll, Block A Term 2 63 % and Block B Term 1 62%.

2018-19 school year suspension rates as of 4/1/19: 43 % White, 43%% Hispanic, 6%% African American, 8% other, 19% Special Education, and 50% Socio-economically Disadvantaged.

As of 4/1/18,. the detention list consist of 53% White, 38% Hispanic, 4% African American 5% Other.

Class of 2019: 53% are projected to be A-G UC/CSU eligible.

2018-19 Advanced Placement class enrollments reflect 52% White, 37% Hispanic, 5% Asian and 7% Other.

## STRATEGY/ACTIVITY 1

Strategy Title: Continue To Implement Traditional 4 x 4 Block Schedule

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**

RVHS will continue implementation of a traditional 4 x 4 Block Schedule for the 2019-20 school year. Students will complete Block A in December 2019 and complete Block B in June 2020. This schedule will allow students to focus and succeed in four classes per semester rather than seven. Additionally, the block schedule will provide for eight classes a year, thus increasing graduation rate and credit recovery. Staff have indicated an interest in visiting schools using alternative 4 X 4 Blocks. Teachers have identified subject areas that may need a full year of instruction and have also shown an interest in developing an intervention or homeroom period.

**Measures:**

Master schedule, class registration, student, visitations, parents, teachers input.

**People Assigned:**

Administration  
Counselor  
Staff

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
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Source	Budget Reference	Amount
Discretionary	Materials and supplies	\$5,000.00
Discretionary	Professional Development	\$1,000.00

## STRATEGY/ACTIVITY 2

Strategy Title: [Provide an Algebra Support Class and Investigate Algebra Success Strategies](#)

Students to be Served by this Strategy/Activity:

Algebra Students

Strategy/Activity:

**Task:**

RVHS will provide an Algebra Support class, in addition to Algebra 1 classes. Struggling Algebra students will enroll in the Algebra Support Class one block and the Algebra 1 class the following block. Teachers are also interested in pursuing Algebra Success strategies with visitations and conferences. Additionally, the block schedule enables students to access higher level courses once mastery is met. At the end of Block B Term 1 (after a year of Algebra Support), 70% of Algebra 1 students were passing the class. Staff plan to continue monitoring the success rate of Algebra Support students.

**Measures:**

Pass rate Algebra Support and Algebra 1 Class.

**People Assigned:**

Administration  
Special Education Department  
Math Department

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Conferences and supplies	\$2,000.00

## STRATEGY/ACTIVITY 3

Strategy Title: [Provide Year Block of English Language Development](#)

Students to be Served by this Strategy/Activity:

ELL Students

Strategy/Activity:

**Task:**

Students scoring 1, 2, 3 on ELPAC test will receive a year long block of English Language Development to increase their ELA skills. 2018-19 data displayed a 9% reclassification of ELL students in ELD classes.

**Measures:**

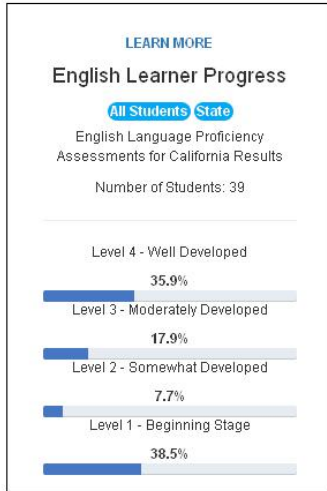
Reclassification status of students.

ELA passing rates of ELL Students.

**People Assigned:**

- Administration
- Counselor
- ELA/ELD Department

English Learner Progress



**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Site Supplemental and Concentration	Materials and supplies	\$2,500.00

**STRATEGY/ACTIVITY 4**

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

Students to be Served by this Strategy/Activity:

Graduating Seniors

Strategy/Activity:

**Task:**  
 48-50% of the Class of 2019 will have fulfilled the A-G requirements for admission into a UC or CSU by June of 2020. Staff continues to strive for 100% student A-G requirements completed in the 2019-20 school year. Additionally staff will encourage a higher participation rate of the SAT/ and or ACT exam.

**Measures:**  
 Transcripts.  
 Class of 2013 28% completed all A-G courses for CSU/UC.



Class of 2014 32% completed all A-G courses for CSU/UC.  
Class of 2015 47% completed all A-G courses for CSU/UC.  
Class of 2016 50% completed all A-G courses for CSU/UC.  
Class of 2017 39% completed all A-G courses for CSU/UC.  
Class of 2018 41% completed all A-G courses for CSU/UC  
Currently Class of 2019 % A-G courses for CSU/UC is projected at 53%

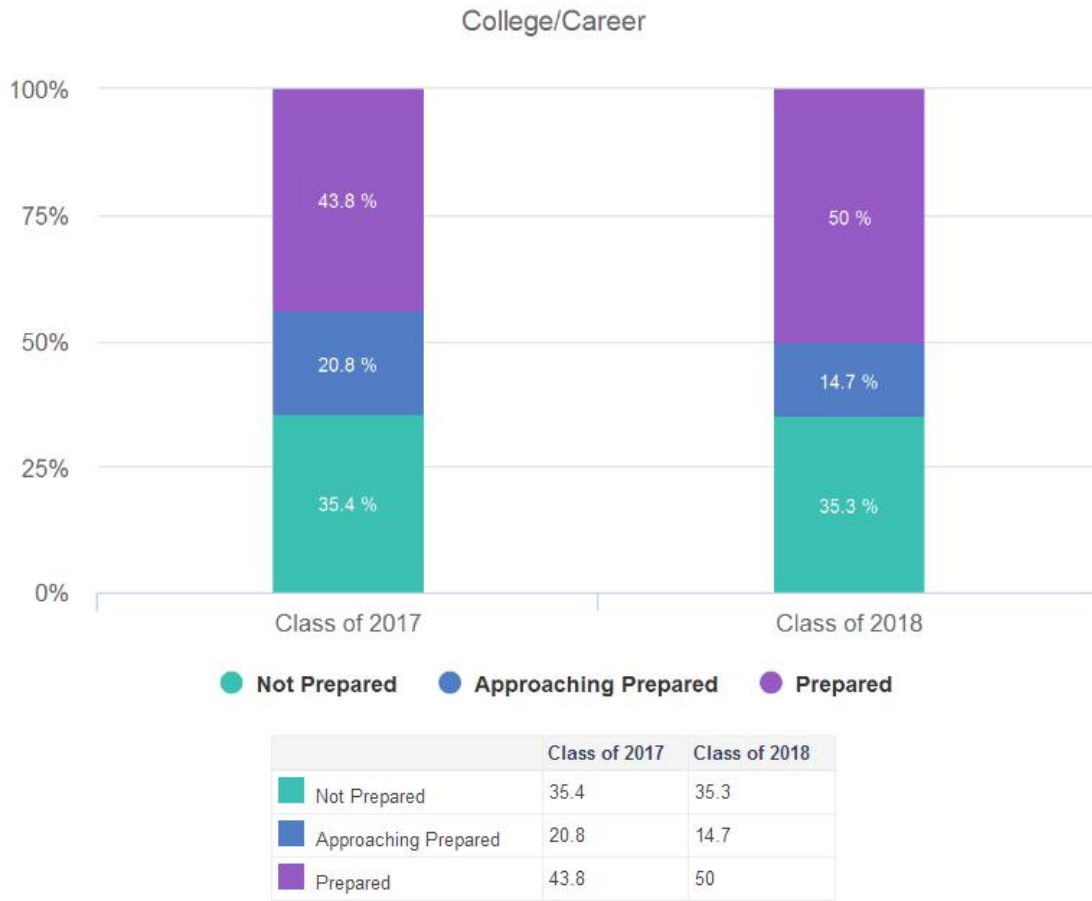
**People Assigned:**

Administration  
Staff

**All Students**

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.





## STRATEGY/ACTIVITY 5

Strategy Title: [Decrease the Detention/Suspension Rates in Subgroups](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**

Increase participation of students in Acts of Random Kindness Club, Cultural Club, Interact Club, Associated Student Body. Identify and provide counseling for repeat offenders. Provide After School Tutoring and Credit Recovery Program. Identify and provide breakfast and lunch for Socially Economically Disadvantaged Subgroup.

**Measures:**

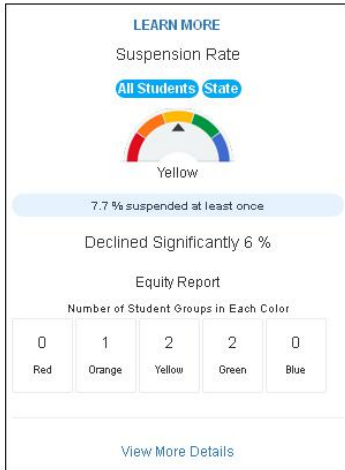
Club enrollments, detention and Suspension Records, percentage of students on Free and Reduced Program, and Ineligibility List

**People Assigned:**

Administrator  
 Counselor  
 Rio Vista CARE  
 Teachers

**Conditions & Climate**

View data related to how well schools are providing a healthy, safe and welcoming environment.



**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Site Supplemental and Concentration	Teacher incentives	\$1,000.00

**STRATEGY/ACTIVITY 6**

Strategy Title: AP Class Enrollment Reflects School Population

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**  
 Begin early identification of students, six year plans, student/parent meetings, recruitment for Academic Decathlon Team, and Honor Roll rewards.

**Measures:**  
 Advanced Placement Enrollment by subgroups, Academic Decathlon team members by subgroups, and Honor Roll by subgroups.

**People Assigned:**  
 Administration

Counselor  
Staff

## » GOAL 5

Goal Area: LCAP Priority 5 - Pupil Engagement

Goal Title: Offer Enhanced Educational Opportunities

State Priorities:

- 5 - Pupil Engagement

LCAP Goal:

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

Identified Need:

**Goal Statement:**

RVHS will provide an educational environment that promotes both rigorous academics and exploration of elective areas while engaging students and promoting student to student interaction.

Critical Learner Need #3: Develop a post secondary culture on campus that nurtures both college bound and career bound students in developing goals, plans, and supports for life after high school.

**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, and WASC report.

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

Early Release Wednesday Collaboratives, Quarter Grades, CELDT test results, ELPAC test results, Ineligibility list, EAP scores, SAT registration.

**Strategy:**

Provide a variety of instructional strategies and activities that foster student engagement.

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

There is an ongoing need for professional development in the area of student engagement and Common Core Standards.

## STRATEGY/ACTIVITY 1

Strategy Title: Support AVID Site Team

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**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**

Source	Budget Reference	Amount
Discretionary	College Field Trips	\$2,000.00
Discretionary	Materials and supplies	\$1,000.00

**STRATEGY/ACTIVITY 2**

Strategy Title: [Provide CTE Pathways for Students](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**

RVHS offers Career Pathways in Engineering, Culinary Arts, Construction, Graphic Design, and Agricultural Mechanics. RVHS will be developing a new pathway in Education in 2019-20.

**Measures:**

Classroom syllabi, class enrollments and CTE Pathway completers.

**People Assigned:**

CTE Teachers

Counselor

Administration

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Site Supplemental and Concentration	Materials, supplies, conferences	\$1,500.00

**STRATEGY/ACTIVITY 3**

Strategy Title: [Support Student Math and Writing Center](#)

Students to be Served by this Strategy/Activity:

All

**Strategy/Activity:****Task:**

RVHS continues 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**

Source	Budget Reference	Amount
Discretionary	Substitutes, Supplies and Materials	\$1,500.00

**STRATEGY/ACTIVITY 5**

Strategy Title: [Support Extracurricular Activities](#)

Students to be Served by this Strategy/Activity:

All

**Strategy/Activity:****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**

Source	Budget Reference	Amount
Lottery: Unrestricted	Stipends, transportation, officials, dues, competitions, and events	\$70,000.00

**STRATEGY/ACTIVITY 6**

Strategy Title: [Provide Student Access to PSAT and SAT Test on Campus](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**  
 PSAT test will be purchased and scheduled on campus for all 10th & 11th Grade Students. An SAT test will be scheduled for 12th grade Students on campus in the Fall of 2019-20 by sign-ups and an additional SAT will be scheduled in the Spring of 2019-20 for 11th Grade Students on campus by sign-ups, also. Additionally a PSAT will be scheduled for 9th Grade Students on campus in the Spring of 2019-20,

**Measures:**  
 Registration  
 Calendar  
 PSAT and SAT results

**People Assigned:**  
 Counselor

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Discretionary		\$500.00

**STRATEGY/ACTIVITY 7**

Strategy Title: Explore Possible Alternative Electives  
 Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**  
 Students and parents have indicated interest in new elective classes:  
 Band/Music  
 Driver's Education  
 Work Experience  
 Photography

**Measures:**  
 Budget  
 Central Office support  
 Parent and Student support'  
 Visitations

**People Assigned:**  
 RVHS Leadership Team  
 SSC

**STRATEGY/ACTIVITY 8**

Strategy Title: More Radio Rio Access  
 Students to be Served by this Strategy/Activity:

A;;

### Strategy/Activity:

**Task:**

Provide student access to Radio Rio before and after school and at lunch. Radio students would have opportunity to host radio shows, interviews, and additional communication.

**Measures:**

Radio Class Logs

PA and Speaker functionality

**People Assigned:**

Principal

Maintenance Staff

## » GOAL 6

Goal Area: LCAP Priority 6 - School Climate

Goal Title: Provide a Safe and Secure Environment

State Priorities:

- 6 - School Climate

LCAP Goal:

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

Identified Need:

**Goal Statement:**

RVHS will be a safe and secure environment for students and staff. The campus will be monitored for cleanliness and safety by staff and administration to ensure all students have access to learning. A system of positive rewards and acknowledgements will be implemented to support and encourage good decision making strategies.

Critical Learner Need #1 - Student engagement and emotional safety

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

Reward logs, detention logs, suspension logs, campus checks, and teacher input.

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

Honor Roll, Rammie of the Month, Intervention logs, detention and suspension logs.

**Strategy:**

Students respond to positive incentives for behavior, attendance, and academics.

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

A reduction in detention and suspension rates reflects the positive results of student recognition.



## STRATEGY/ACTIVITY 1

Strategy Title: [Support Student Showcases](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**

Schedule four student showcases to acknowledge student achievements and provide positive reinforcement for diligence to academics. Schedule 4 "Rammie of the Month" to acknowledge improvement and effort.

**Measures:**

School Activity Calendar.

**People Assigned:**

Administration

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Student Showcase	\$2,000.00

## STRATEGY/ACTIVITY 2

Strategy Title: [Provide Effective Communication Systems](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**

Utilize School Messenger to inform parents of upcoming events. Administration will update School Loop weekly to keep students and parents advised of schedules and activities. Keep Electronic Marquee updated to inform students and parents of upcoming events. Produce a monthly newsletter for parents. Continue to add parents to e-mail distribution list. Integrate Remind 101 to keep students informed of classroom responsibility. Encourage teachers to send home 5 communication messages weekly to keep parents informed. Keep current equipment and intercom in operable and good working order. Use Cell Phone system as main communication in all fire and disaster drills or real events. Ensure all staff, students, and parents have access to safety plan, emergency plan, drill procedures.

**Measures:**

Purchase orders, logs of fire drills, safe school plan and emergency plans, work orders. Teacher and classified staff debriefings and reports. Inventory of all emergency equipment.

**People Assigned:**

Staff

Lead Custodian

Administration

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Discretionary	Supplies, Materials, Conferences and Substitutes	\$1,000.00

**STRATEGY/ACTIVITY 3**

Strategy Title: [Improve and Maintain Facilities and Campus Beautification](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**  
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:**  
Improved appearance of school, log of work orders, fewer repeated work orders, custodian and support staff schedules, AED log.

**People Assigned:**  
Administration  
Maintenance staff.

**STRATEGY/ACTIVITY 4**

Strategy Title: [Improve Student Attendance and Decrease Student Tardies](#)

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**  
Provide positive rewards to students with attendance between 97% and 100% quarterly. Continue to explore means of lowering tardies in 1st period classes.

**Measures:**  
Attendance and tardy records.

**People Assigned:**  
Registrar.  
Administration

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
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Source	Budget Reference	Amount
Discretionary	Rewards and substitutes	\$2,000.00

## STRATEGY/ACTIVITY 5

Strategy Title: Support Academic All League Players in Grades 9 -12

Students to be Served by this Strategy/Activity:

Athletes

Strategy/Activity:

**Task:**

All students in grades 9 -12 with a 3.5 GPA or better will be acknowledged as an Academic All League Player at the end of each sport season.

**Measures:**

Athletic rosters and honor roll.

**People Assigned:**

- Administration
- Coaches
- Booster Club

## STRATEGY/ACTIVITY 6

Strategy Title: Implement a Wellness Center on Campus

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**Task:**

School will continue development of a Wellness Center. This Center will provide a safe area for students during times of stress.

**Measures:**

Monitoring of center, student and parent input.

**People Assigned:**

All staff

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Supplies	\$3,500.00
Donations		\$0.00

## STRATEGY/ACTIVITY 7

Strategy Title: Provide Programs To Address Social and Safety Issues on Campus

Students to be Served by this Strategy/Activity:

All

Strategy/Activity:

**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

Source	Budget Reference	Amount
Discretionary	Programs, speakers, and conferences	\$2,000.00

## STRATEGY/ACTIVITY 8

Strategy Title: Provide Additional Security on Campus

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Explore partnerships with public agencies, city organizations and service groups to assist in campus security presence and purchase of security cameras.

**Measures:**

Meeting agendas

Purchase Orders

**People Assigned:**

Administration

RVHS Leadership

SSC

**GOAL 7**

Goal Area: **LCAP Priority 7 - Course Access**

Goal Title: **Provide Necessary Skills to Pursue Career/Technical and/or Post Secondary Education**

State Priorities:

- 7 - Course Access

LCAP Goal:

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Identified Need:

**Goal Statement:**

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

Critical Learner Need #3: Develop a post secondary culture on campus that nurtures both college bound and career bound students in developing goals, plans, and supports for life after high school.

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

Post graduate interviews, student and parent surveys.

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

Master Schedule, student transcripts, surveys.

**Strategy:**

In addition to a rigorous core curriculum, students will have access to 4 additional electives with the adoption of a block schedule.

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

Previous and current students expressed a need to access more elective classes.

**STRATEGY/ACTIVITY 1**

Strategy Title: **Support the VAPA Program**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Expand materials and equipment available to VAPA students. Provide professional development for staff to attend their professional organization conferences to increase knowledge and techniques that will benefit the education of RVHS students.

**Measures:**

Purchase orders, conference registrations, and staff presentations on key learning.

**People Assigned:**

VAPA Teachers

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Discretionary	Materials, Supplies, Conferences and Substitutes	\$2,000.00

**STRATEGY/ACTIVITY 2**

Strategy Title: Continue to Support Pathways

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Provide teachers in Career Pathways adequate and up to date materials to ensure student success in the 21st Century.

**Measures:**

Curriculum assessment, evaluation, purchase orders, syllabi, and class enrollment.

**People Assigned:**

Administration

Teachers

Advisory Committee

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Site Supplemental and Concentration	Materials and Supplies	\$2,500.00

**STRATEGY/ACTIVITY 3**

Strategy Title: Increase Student Access to Post Secondary/Career Options

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**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**

Source	Budget Reference	Amount
Discretionary	Visitations, Guest Speakers, Field Trips	\$2,500.00

**STRATEGY/ACTIVITY 4**

Strategy Title: Continue to Support Agriculture Program

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

Provide funding and opportunities to support the Agriculture Department and Future Farmers" of America Program.

**Measures:**

Master schedule, course enrollment, FFA meetings and events.

**People Assigned:**

Administration

Agriculture Department

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Agricultural Career Technical Education Incentive	Travel and Conference	\$5,000.00
Agricultural Career Technical Education Incentive	Supplies	\$10,000.00

**BUDGET SUMMARY**

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$158,338.00

**OTHER FEDERAL, STATE, AND LOCAL FUNDS**

List of the additional Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)	Expenditure (\$)
<b>7010 - Agricultural Career Technical Education Incentive</b>	\$19,310.00	\$15,000.00

Allocated subtotal of consolidated federal funds for this school: **\$19,310.00**

Expenditure subtotal of consolidated federal funds for this school: **\$15,000.00**

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)	Expenditure (\$)
<b>1100 - Lottery: Unrestricted</b>	\$80,000.00	\$72,000.00
<b>0000 - Discretionary</b>	\$41,300.00	\$30,750.00
<b>0740 - Site Supplemental and Concentration</b>	\$17,728.00	\$25,750.00

Allocated subtotal of state or local funds included for this school: **\$139,028.00**

Expenditure subtotal of state or local funds included for this school: **\$128,500.00**

Allocated total of federal, state, and/or local funds for this school: **\$158,338.00**

Expenditure total of federal, state, and/or local funds for this school: **\$143,500.00**



## SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Kristy Apple	Classroom Teacher	<i>Kristy Apple</i>	05/08/2019
Jay Forbes	Parent or Community Member	<i>Jay Forbes</i>	05/08/2019
Rick Vieira	Parent or Community Member	<i>Rick Vieira</i>	05/08/2019
Colin Lira	Secondary Student	<i>Colin Lira</i>	05/08/2019
Susan Dole	Parent or Community Member	<i>Susan Dole</i>	05/08/2019
Maria Delk	Parent or Community Member	<i>Maria Delk</i>	05/08/2019
Ann Arroyo	Other School Staff	<i>Ann Arroyo</i>	05/08/2019
Victoria Turk	Principal	<i>Victoria Turk</i> 707 3746336	05/08/2019
Jane Cronin	Classroom Teacher	<i>Jane Cronin</i>	05/08/2019
Jennie Gornto	Classroom Teacher	<i>Jennie Gornto</i>	05/08/2019
Karla Chavez	Parent or Community Member	<i>Karla Chavez</i>	05/08/2019

### TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	1



## 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:

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:
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 here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

05/15/2019

Attested:

**Victoria Turk, Principal**

Typed name of School Principal

Signature of School Principal

5/15/19

Date

**Jennie Gornto**

Typed name of SSC Chairperson

Signature of SSC Chairperson

5/15/19

Date



## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

### 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 2018 school year and again at the end of the 2019 school year.

In addition, 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):

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Curriculum embedded assessments, SBAC data 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 2019. 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".

### Status of meeting requirements for highly qualified staff (ESEA):

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

21 staff members at Rio Vista High School are Highly Qualified Teachers and there is 1 teaching intern.

### Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

Principal has completed AB 75 Training. Vice Principal is currently enrolled in an Administrative Credentialing Program that supports interns.

**Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):**

- **Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready**

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 (K-8) and department (9-12) (EPC):**

Teacher collaboration by departments are held bi-monthly on early release days. The focus this year will be identification will be Academic Conversations within grade level subject standards and Best Practices for staff. Staff is planning to continue this collaboration with the middle school.

**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.

### **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.

### **Research-based educational practices to raise student achievement at this school (ESEA):**

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.

### **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 school 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 consolidated application programs. (5 CCR 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.

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.

# SPSA 2019-20

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

River Delta Joint Unified District



## Bates Elementary

Local Board Approval Date: 06/25/2019

Schoolsite Council (SSC) Approval Date: 06/04/2019

CDS Code: 34674136033641

Principal: Maria Elena Becerra, Principal

Superintendent: Don Beno

Address: 180 Primasing Ave.  
Courtland, CA 95615-0308

Phone: (916) 775-1771

Email: [mebecerra@rdusd.org](mailto:mebecerra@rdusd.org)

Web Site: <http://bates-rdusd-ca.schoolloop.com/>





## PURPOSE AND DESCRIPTION

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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)

The Single Plan for Student Achievement (SPSA) is a plan of actions developed by a group of parents, teachers, staff and administrator to raise and improve the academic performane of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to condolidate all school plans. In addition, the River Delta Unified School District has addressed the Local Control and Accountability Plan (LCAP) state priority goals.

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 SPSA is reviewed and deveopeled in collaboration with the School Site Council and with feedback from the English Language Advisory Committee. In addition, the River Delta Unified School District has meetings and/or parent questioniers to have parent feedback to plan, review and revise the LCAP and other federal, state and local programs,



## STAKEHOLDER INVOLVEMENT

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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.](#)

The SPSA was presented, reviewed and updated at our School Site Council (SSC) meetings throughout the 2018-2019 academic school year. In addition, the parents from English Language Advisory Commettee has had the opportunity to provide advise to the principal and SSC on school's programs, goals and objectives for the Single Plan for Student Achivement during our monthly ELAC meetings.



## » RESOURCE INEQUITIES

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

Our District serves approximately 2,322 students in the kindergarten through twelfth grades. In 2017-2018, 42.6% of the students met or exceeded standards in English Language Arts and 30% of students met or exceeded standards in Math on the SBAC scores and 21.6% of our students are English Language Learners and 14% of ELL students were Redesignated Fluent English Proficient, 55.6% of our students are eligible for free/reduced price meals. The four of the elementary schools qualify for Title I funding as well as all the secondary schools. While we work hard to meet state and federal accountability requirements, we are committed to more than just the academic performance of our students. We also strive to meet our students' developmental needs -- intellectual, physical, and social-emotional -- through a wide variety of programs offered during and after the school day.

For the past few years teachers have moved out of the area due to financial reasons and family reasons. Having the constant turnover and new teachers that are hired late have hindered our ability to move forward in some grades with cohesion, collaborative cultures within that grade level and a focus on rigor in student success with some new hires. In addition, as our student numbers drop the number of teachers also drop which creates combination classes. In addition, our commitment to our students involve the collaborative focus of special education, regular education, and after school services aimed at serving all students through the integration of the student population and the use of a Response to Intervention (RTI) and Positive Behavior Intervention Support (PBIS) model. All students with IEPs and 504s receive services in the general education setting as a "push in" as well as a "pull out" interventions. Additionally, students without IEPs also receive services from staff members traditionally known as resource specialists or instructional assistants in the regular education classroom.

### Goals, Strategies, Expenditures, & Annual Review

## » GOAL 1

Goal Area: LCAP Priority 1 - Basic Services

Goal Title: Priority 1: Bates will provide a safe learning and working environment for all.

State Priorities:

- 1 - Basic Services
- 4 - Pupil Achievement
- 2 - Implementation of State Standards
- 8 - Other Pupil Outcomes

LCAP Goal:

- Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction
- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

Identified Need:

Goal Statement:

Bates Elementary will provide safe a environment where all teachers are highly qualified, the school facility is safe and in good condition, and all the basic curricular needs (textbooks, desks, etc.) for students are met.

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

- Previous SARC information
- Board Approved Textbooks
- Common Core Standards
- Intervention and collaboration

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

- Each teacher checks for proper curriculum for his/her classroom.
- Principal walk thoughts and observations
- Maintenance of school facility by custodian and district personnel.
- Input from students, parents, teachers and staff.
- Maintenance and Operations Director, Superintendent and Principal Walk Through

**Strategy:**

- In coordination with the District Office, all students at Bates will have the appropriate textbooks, materials, and technological equipment, as well as facilities necessary so that student learning occurs in a nurturing, safe, and secure environment.
- In coordination with the District office and Maintenance and Operations, Bates students and staff will have the necessary equipment and materials to satisfy the needs of their jobs in a supportive and safe environment.
- In coordination with the District Office, Bates will maintain the appropriate level of highly qualified teachers to meet the needs of the students.

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

- These are basic services and tools that we are required to provide for our students each year.
- All teacher will be provided with the necessary tools to foster student learning.
- All students and staff require a safe leaning and working environment.

## STRATEGY/ACTIVITY 1

Strategy Title: Facility Needs

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Principal and Staff will work together to ensure all students have the necessary materials, supplies and technology requirements needed for instruction.
- As facility needs arise, teachers/staff will inform the custodian and/or principal.
- The custodian and/or principal will make a work order for the Maintenance and Operations department.
- Principal will keep a record of needed improvements that are requested.
- Custodians will inform Maintenance & Operations (M&O) and principal of regular facility maintenance needed.
- M&O, Superintendent and Principal will do site walk through to request improvements based on the priority.
- Principal will keep an email record of requested improvements from the Maintenance and Operations department

**Measures:**

- Emails to M&O staff
- Work Orders placed online

**People Assigned:**

- Teachers/Staff
- Custodian
- Principal
- M&O Staff
- District Personnel

## STRATEGY/ACTIVITY 2

Strategy Title: **Curricular Needs**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Staff will inform Principal of curricular needs to ensure all students have the proper and appropriate materials.
- Principal will ensure that all teachers and staff have all curriculum, materials, supplies and technology needed for instruction and student learning.
- Principal will notify the District Office (DO) to order any needed curriculum for students.

**Measures:**

- Teacher - Principal communication
- Principal communication with District Office - Educational Services department

**People Assigned:**

- Teachers/Staff
- Principal
- District Office Personnel

## ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

### ANALYSIS

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

This year was the first year of the implementation of the Advancement Via Individual Determination (AVID) in grades 5th and 6th grade. The writing grades have improved. NEED WRITING DATA

The full AVID implementation in grades 2-4 will take into place in 2019-2020.

- Teacher have been AVID trained
- AVID monthly meetings
- AVID reviews from Sacramento County Office of Education
- AVID Certification 2019

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

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.

## » GOAL 2

### Goal Area: LCAP Priority 2 - Implementation of State Standards

### Goal Title: Priority 2: Implementation of State Standards

#### State Priorities:

- 2 - Implementation of State Standards

#### Identified Need:

##### Goal Statement:

All teachers will continue to teach Common Core State Standards and use Common Core Instructional Strategies in ELA/ELD, Math and the recent state adoptions Technology/keyboarding standards with district-provided curriculum.

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

- 2015-2016 was the second year of implementation of the Common Core State Standards for California.
- 2015-2016 was the first year of implementation of the new district adopted Math curriculum.
- 2016-2017 was first year of implementation of a English Language Art curriculum.
- 2018-2019 was the first year of AVID implementation for grades 5 and 6.
- 2019-2020 will be the first year of AVID implementation for grades 2, 3, and 4.
- 2017-2018 SBAC scores for grades 3-6.
- 2018-2019 New Curriculum Adoption for Social Studies

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

- Staff and administration will maintain a a system of monitoring tools to gauge implementation of Common Core Standards in the classroom via verbal and electronic feedback to teachers from classroom observations done by administration.
- We will monitor student progress toward comprehension of standards through curricular, district adopted assessment and state-wide assessments (example: MAP, ELPAC, SBAC and curriculum based assessments).

##### Strategy:

- Each month, there will continue to be a specific Instructional Strategy Focus for the teachers. The focus strategy will be talked about, discussed, and examples given during the Staff Meeting at the beginning of each month. Data will be collected by the principal during the Walk Through.
- Continued development/feedback on the implementation of Common Core Standards/Teaching Methodologies throughout the year.
- Continued development and implementation of the AVID strategies by adding grades 2-4. As well as having some AVID strategies adopted school wide.

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

- Teachers have received continued training in Common Core Standards in both ELA and Math, and how it effects and changes instructional strategies.

- Teachers will continue to receive additional support/professional development on academic conversations.
- Teachers at Bates use and fully implement the Common Core standards throughout the subject matter.
- Teachers will continue to implement and receive additional professional development on Number Talks from district and/or TOSA.
- 

## STRATEGY/ACTIVITY 1

Strategy Title: Professional Development for Teaching Staff

Students to be Served by this Strategy/Activity:

Strategy/Activity:

### Task:

- Teachers will utilize materials, resources and strategies from Wonders Writing and incorporate Step Up to Writing during the allotted writing period of the school day.
- Teachers will be provided professional development/training in the alignment of ELD standards across all subject areas from the site-based ELD specialist.
- Teachers will given collaboration time address the Designated and Integrated ELD instruction.
- Teachers will utilize materials, resources, and strategies from the ELD standards alignment training in all subject areas.
- Teachers will have the opportunity for training on the Next Generation Science Standards (NGSS) and the new Science adopted curriculum.
- Teachers will have the opportunity to attend professional development opportunities that target specific needs (ELD, AVID, Academic Conversations, Number Talks and etc.).
- Teachers will continue with school site "Professional Peer Feedback" by observing other colleagues and provide positive feedback by "Pineapple" their teaching strategies once every quarter.
- Teachers will have the opportunity to collaborate once every two months with grade clusters to better support student learning and achieving
- Teachers will receive training and collaboration time on analyzing student data to drive instruction.
- Administrator attended the AVID implementation training in the summer of 2018 and will be attending the summer institute in the summer of 2019
- Teachers in grades 5, 6 and ELD have fully implemented the AVID program in the 2018-2019 school year.
- Teachers in grades 2, 3, and 4 will fully implement the AVID program the 2019-2020 school year.
- Work and collaborate with site AVID team, SCOE and administrator towards maintaining the AVID Certification.
- Teachers will implement the typing programs to help students better understand technology.

### Measures:

- Agendas/Resources from ELD and NGSS Standard alignment trainings
- Agendas/Resources from Professional Development trainings
- Agendas/Resources from AVID Meetings/Trainings/Collaboration
- AVID Summer Trainings
- AVID College Campus Tours

- Classroom Walkthroughs
- Observations
- Quarterly Professional Peer Feedback - Bimonthly
- Pineapple Board - Quarterly
- Jungle Jr. Typing for grades K-1
- Typing.com for grades 2-6

**People Assigned:**

- Teachers/Staff
- Principal
- ELD specialist/trainer
- AVID Trainers
- NESS/GLAD trainer
- Substitutes
- Teacher on Special Assignment (TOSA)

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Discretionary	Substitute Teachers for Peer Observations - Bimonthly	\$1,000.00
Site Supplemental and Concentration	AVID Collaboration Quarterly	\$400.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	AVID College Tours and AVID Nights for Students & Parents	\$1,000.00

## STRATEGY/ACTIVITY 2

Strategy Title: Supplemental / Ancillary Materials

Students to be Served by this Strategy/Activity:

Strategy/Activity:

- Task:**
- Teachers will continue to utilize district-supplied supplemental materials (i.e. Curriculum Associates) that help teachers and students become more familiar with Common Core standards and testing format (e.g. MAP testing).
  - Teachers will continue to utilize online keyboarding programs with students to practice Common Core technology standards
  - Teachers will use other district or site-funded supplemental materials for the purpose of implementing Common Core standards and enhancing instruction.
  - Teachers will use the Professional Peer Feedback from their colleagues to improve teaching practices to meet the needs of the students and increase the academic conversations in class.
  - Teachers have an interactive whiteboard IPEVO in the classroom for students to have better access to technology.

- Measures:**
- Lesson Plans
  - Classroom Walkthroughs / Observations
  - Student Work / Student Data
  - Computer Lab and Schedule
  - Free Online Keyboarding program
  - Online curriculum - Imbedded support
  - IPEVO Training for those who need it.
  - Quarterly Professional Peer Feedback

- People Assigned:**
- District Personnel (Supplemental Materials)
  - Teachers / Staff
  - Principal
  - TOSA

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Substitute Teachers for Pineapple	\$700.00

## » GOAL 3



## Goal Area: LCAP Priority 3 - Parent Involvement

### Goal Title: Priority 3 - Bates Parent Involvement Integral Part of Student Success

#### State Priorities:

- 3 - Parent Involvement

#### Identified Need:

##### Goal Statement:

Provide a safe and comfortable environment on campus so that by June of 2020, parental involvement will have increased by over half of parents/guardians in each classroom. The school expectation is that all parents/guardians participate in at least one school event during the year (PTA, ELAC meetings, Activity Day, Parent Trainings, Coffee with the Principal, Monthly Awards/Sing-Alongs, Field Trips, AR Incentives, Movie Night, Winter Program, Band Concerts, Back-to-School Night, Open House, AVID and STEM Family Nights and etc.).

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

- Written and implied data from teachers/staff
- Parent Feedback / Suggestions
- Sign-in from school year
- Sign-in for meetings or events

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

- Parent Sign-Ups (with phone numbers) at Back to School Night for all calendared school events.
- Provide a list of all calendared PTA / ELAC meetings for all 2019-2020 and distribute at Back to School Night before school starts by providing a BBQ to increase parent participation.
- We will ensure parent/family sign-ins at all events in which parents participate.
- For those events where sign-ins are less practical (Sing-Along/Recognition, etc.), students will report parent/family participation to their teacher.
- Parents will be personally invited to attend the Sing-Along when their students are being recognized.
- Parent Engagement Incentive program for the parents to continue to attend meetings, and STEM and AVID family nights and/or other parent meetings.

##### Strategy:

- Further develop a school culture that generates parent participation throughout the entire school year, during and after school hours, and at school events.
- Improve the school/home connection through more parent participation on site at the school.
- Provide each parent with a ticket at every school event and/or meetings for an incentive drawing at the end of the school year.

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

- While there is some data gathered via sign-ins at certain events, not enough data was gathered during 2018-2019 to know for certain what percentage of parents participated in at least one school event during the year.
- From the data we have indeed gathered, as well as observational data from Bates staff, we estimated about 95% of the

parents participated in at least one school event.

## STRATEGY/ACTIVITY 1

Strategy Title: **Communication with Parents**

Students to be Served by this Strategy/Activity:

School Wide

Strategy/Activity:

**Task:**

- Communication with parents will be communicated through the school-issued bulletin - in English and Spanish on a bi-monthly basis.
- Provide parents with a copy of the monthly calendar of events on a monthly basis for the 2019-2020 school year.
- Most communication from class/school will be sent home in the Wednesday Messenger folder.
- Site-controlled Facebook page will be maintained for purposes of announcements and information for Bates families.
- All parent information sent home will be translated for parents/families.
- Teachers make positive calls or emails to one selected student each week.
- Meetings with non-English speaking parents will provide translator/interpreter.
- Phone messages/reminders will be sent home as necessary in the language spoken at home.
- Progress reports will be mailed home for struggling students in each quarter/Report Cards each quarter for all students.
- Teachers will hold Parent/Student conferences, with translation/interpretation as needed.
- Parents will be invited to participate in Student Success Team (SST) meetings for their student.
- Upcoming events will be noted on the school electronic marquee and on Bates social media.
- Parents will be given a parent-student handbook at the beginning of the school year in English or Spanish.
- Teachers' school phone numbers and email addresses will be made available to parents in the back to school packet as well as the school's website page.
- No school events will be scheduled on PTA & ELAC meetings to ensure greater participation in those meetings.
- Principal will attend Courtland Town Association meetings to share information about the school with parents/community members.

**Measures:**

- Bi-monthly Newsletters
- Monthly Calendar of Events
- Quarterly Positive Call - Contract Log
- Facebook Calendar of posts
- Phone Dialer logs/reports
- Sign-Ins from Parent/Teacher Conferences

- Progress Reports
- Report Cards
- SST copies

**People Assigned:**

- Principal
- Secretary
- Teachers/Staff
- Counselor

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Lottery: Unrestricted	Child Care Services	\$500.00
Discretionary	Child Care Services	\$500.00
Site Supplemental and Concentration	Substitute Teachers for SST	\$400.00

**STRATEGY/ACTIVITY 2**

Strategy Title: Parent Trainings

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Parent trainings to helping their children to be successful at school will be scheduled in the evenings and invitations/reminders will be sent home.
- Provide the opportunity for parents to participate the 2019-2020 Family Nights.
- The STEM Family A will provide valuable information regarding expectations, grade level standards, ideas on how parents can help their students with their school work and on Science Technology Engineering & Mathematics (STEM).
- ELAC parent will have the opportunity to attend CABE regional and/or state conference and report back to other parents at ELAC/DELAC meetings.
- Teachers/staff will be given the opportunity to attend CABE conference.
- Parents will receive advice and/or materials/resources to assist students in schoolwork and homework.
- Parents will also receive advice and guidance on A-G requirements and college awareness information at a meeting or event.
- Food/Snacks will be provided for parents attending the trainings.
- Child Care will be provided for the parent meetings/trainings.

**Measures:**

- Agendas of Parent Academic Nights

- Sign-In Sheets
- Parent Feedback Forms
- CABE Conference Agendas

**People Assigned:**

- Principal
- Teachers/Staff
- Counselor
- Parents
- Guest Presenters

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Discretionary	Food/Snacks/Supplies for Parent Trainings	\$400.00
Lottery: Unrestricted	Translation Services	\$500.00
Discretionary	Translation Services	\$500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	CABE Registration	\$1,500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	STEM Family Night Curriculum & Supplies	\$1,500.00

## STRATEGY/ACTIVITY 3

Strategy Title: AVID Parent Nights

Students to be Served by this Strategy/Activity:

School Wide

Strategy/Activity:

**Task:**

- AVID Parent Nights are designed to help parents understand the AVID program at Bates Elementary.
- Parents will be encouraged to participate in the AVID parent nights at the Back to School Night, via social media, all call messenger, newsletters and in the classrooms by the Principal and teachers.
- PTA & ELAC meetings will include reminders of AVID Parent Nights
- Coffee with the Principal will also remind parents of the AVID Parent Nights and to continue the ongoing communication with parents and principal.
- AVID Parent Nights will increase overall Parental involvement at Bates Elementary.
- Goal is to have two - three AVID Parent Nights with different topics depending on the identified needs.

**Measures:**

- AVID Night Parent Agendas
- Sign-In Sheets
- Coffee with the principal agendas/sign-in sheets
- ELAC and PTA Pricipal's Reports

**People Assigned:**

- PTA & ELAC Parents
- Teachers
- Principal

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Food/Snacks/Supplies for Parent Meetings	\$500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Teachers' Time - AVID Nights	\$500.00

## STRATEGY/ACTIVITY 4

Strategy Title: ELAC Responsibilities

Students to be Served by this Strategy/Activity:

**Strategy/Activity:**

**Task:**

- ELAC will put on the agenda a discussion of Bates parents' needs to ensure their children succeed.
- The parent needs will develop as the ELAC goals for the 2019-2020 school year.
- ELAC parents will select the topics they are interested in learning about for the 2019-2020 school year.
- Advise School Site Council (SSC) on the school's program, goals, and objectives for EL programs/services.
- Advise the principal and staff on the school's program for English Learners.
- Assist in the development of the school's needs assessment by conducting a district-wide needs assessment on a school-by-school basis.
- Provide and discuss the DELAC's summary of all schools' surveys.
- Advise the school on practices to make parents/guardians aware of the importance of regular school attendance.
- Elect at least one member to the DELAC.
- Provide training/materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.
- Invite ELAC parent to attend the CABA confence (regional or state).
- Provide training on the District's Uniform Complaint Procedures, including Williams requirements.
- ELAC parents will have the opportunity to provide feedback on site based programs during each ELAC monthly meeting.

**Measures:**

- DELAC Agendas
- ELAC Agendas
- Sign-Ins
- CABA Agendas/registration
- Parent Survey (on topics)

**People Assigned:**

- ELAC Advisor (ELD teacher)
- Principal
- ELAC Parents

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	CABA Registration	\$1,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Child Care	\$600.00



## Goal Area: LCAP Priority 4 - Pupil Achievement

### Goal Title: Priority 4: Bates Student Achievement

#### State Priorities:

- 4 - Pupil Achievement

#### Identified Need:

##### Goal Statement:

The most recent SBAC data (2017-2018) is available for Bates Elementary with a 38.5% who scored "Meets or Exceeds Standard" for ELA and 25.6% who scored "Meets or Exceeds Standard" for Math. In 2015-2016 SBAC data for ELA overall who scored "Standard Exceeded" was 14%, "Standard Met" was 20%, "Standard Nearly Met" was 29% and "Standard Not Met" 37%. This 2016-2017 SBAC data is available for both ELA and for Math. The ELA overall who scored "Standard Exceeded" was 13.79%, "Standard Met" was 24.14%, "Standard Nearly Met" was 25.29% and "Standard Not Met" 36.78%. The ELA goal for this school year is to have students be at Exceeded Standard or/and Met Standard at a seventy-five percent (75%) in this area.

This 2015-2016 Math Overall who scored "Standard Exceeded" was 10%, "Standard Met" was 17%, "Standard Nearly Met" was 45% and "Standard Not Met" 27%.

This 2016-2017 Math Overall who scored "Standard Exceeded" was 8.05%, "Standard Met" was 17.24%, "Standard Nearly Met" was 37.93% and "Standard Not Met" 36.78%.

The goal for Math is to have students be at Exceeded Standard or/and Met Standard at a seventy percent (35%).

Our state testing for 5th Grade Science is now part of the CAASPP system, but remains in the format of the former CST tests. The goal for percentage of students scoring Proficient/Advanced for the test administered in the Spring of 2017 is an increase of 25%.

English Learner students scoring Early Advanced/Advanced on the CELDT test will increase from 39% in 2016 to 49% in 2017 to 53% in the 2018. However, this year we will focus on the new ELPAC scores and establish goals based on 2017-2018 scores.

In 2016-2017, ten percentage (10%) of all English Language Learners (ELL) were Reclassified RFEP and the 2017-2018 is a transitional year from CELDT testing to ELPAC tests. In 2018-2019, we had 15% of all ELL were RFEP and will be monitored to make sure they continue making growth. We anticipate more opportunities for students to be reclassified RFEP in the upcoming year. In 2017-2018, the district researched other assessments and in 2018-2019, the district developed and implemented a new ELD district plan which will be in effective in the 2019-2020 school year.

In 2014-2015, sixty-nine (69%) of 5th grade students met the Healthy Fitness Zone target in 4 out of 6 areas, with "Flexibility" and "Body Composition" being the areas our students struggled with the most. In 2017-2018, the goal is for one hundred percent (100%) of 5th grade students to meet the Healthy Fitness Zone in 4 out of 6 Physical Fitness Zones.

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

- SBAC Results are used to create goals for every year.
- STAR Science Results
- ELPAC Results
- Reclassification Data
- MAP Scores for Grades K-6
- STAR Early Literacy for Grades K-3
- STAR Physical Fitness Results

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

- The Data Team will analyze and present the 2018-2019 SBAC and MAP data to the whole school and together we will make a plan on how to target those specific academic needs at the beginning of the 2019-2020 academic school year.
- SBAC results in ELA and Math will be discussed and examined by staff in beginning of 2019-2020 school year.
- Data results from CAASPP Science will be discussed and examined by 4th and 5th grade staff when results become available in the 2019-2020 school year.
- Data results from the CAASPP Physical Fitness will be discussed and examined by staff when results become available in the 2019-2020 school year.
- Staff Members will be involved in the professional goal-setting process for State Assessments during the 2019-2020 school year.

**Strategy:**

- Continue to set high academic individual goals for each student.
- Have Parent/School meetings (IEP, SST) meetings to discuss supporting student success.
- Provide additional differentiated and targeted instruction (RTI) for struggling students.
- Staff Training on new standards, testing formats and strategies.

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

- Because of the new testing format, we have no previous SBAC data.
- In 2013-2014, the percentage of students scoring Early Advanced/Advanced on the CELDT test was 37%.
- In 2014-2015, the percentage of students scoring Early Advanced/Advanced on the CELDT test was 36%
- in 2015-2016, the percentage of students scoring Early Advanced/Advanced on the CELDT test was 33%,
- In 2016-2017, there was a high percentage of students scoring Early Advanced/Advanced on the CELDT test was 39%.
- In 2017-2018, there was a new exam (ELPAC) that replaced the CELDT.
- In 2018-2019, there were 15% of ELL were RFEP this year.
- Results from the 2014 STAR Physical Fitness revealed 69% of our 5th grade students met the Healthy Fitness Zone in 4 out of 6 Physical Fitness Zones.
- Results from the 2015-2016 CAASPP Science Assessment revealed 52% of our 5th grade students scored Proficient/Advanced.
- The Results from the 2017-2018 CAASPP Science was the Second Year Pilot Assessment and this last year it was online.



## STRATEGY/ACTIVITY 3

Strategy Title: [Grade Level/School Wide Collaboration](#)

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Calendar one collaboration meeting per month to focus on Common Core instructional strategies, assessment data analysis, and/or lesson planning.
- Identify school site leaders in specialized areas (GLAD, AR, Technology, SDAIE, AVID, Number Talks and Academic Conversations) and utilize their input for staff collaboration.
- Use a data recording tool for site collaboration meetings.
- Teachers share specific input/feedback on how to improve teaching strategies and student performance.
- Principal, RTI staff, and rotating teachers will meet a minimum of once (1x) each month to collaborate on progress of students receiving intervention services.

**Measures:**

- Collaboration agendas/minutes
- Short-term objectives achieved (target objectives identified in collaboration meeting)
- Modifications to lesson plans/teaching strategies
- Students below benchmark identified and provided additional support
- Data analysis of significant grade-level and school-wide subgroups in SBAC Interim Benchmarks, District Assessments, and curricular assessments

**People Assigned:**

- Principal
- Teacher/Staff
- Counselor

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Sub Teachers	\$1,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Sub Teachers	\$1,000.00

## STRATEGY/ACTIVITY 1

Strategy Title: [Implement ELA/Math Programs with Intensity and Fidelity](#)

Students to be Served by this Strategy/Activity:

## Strategy/Activity:

### Task:

- Teachers trained in Common Core ELA and Math implement the recommended teaching and testing strategies.
- Teachers adhere to school-wide ELA/Math curriculum minutes.
- Teachers will administer the SBAC Interim Benchmark Assessments at least twice a year.
- Implementation of supplemental ELA standards-based materials that compliment Common Core standards.
- All teachers will have a specific teaching focus on the student subgroups needing the most help (Hispanic/English Learners).
- Teachers will continue to use and follow the pacing guides for ELA and they will begin the development for the pacing guides for math.
- Employ part-time Bilingual Instructional Assistant to work primarily with English Learner students in grades K-1.
- Teachers will administer and analyze the STAR Early Literacy Assessment data to keep track of students' progress in grades K-3.
- Teachers collaborate with After-School Program staff to provide additional ELA/Math resources/help for target students.
- Teachers work and collaborate with California Mini-Corps students from Sacramento State University to provide additional support to Migrant Education students.
- Teachers will plan and collaborate in grade clusters and we will have roving subs to cover the classes.

### Measures:

- Teachers have Data/Test Chats with all of their students
- Visible classroom examples of implementation of Common Core standards
- Teacher Weekly Lesson Plans
- Principal Walk-Through Observations/Formal Observations
- ELA / Math Curricular Assessments
- SBAC Interim Benchmarks
- STAR Early Literacy Assessment from RenLearn

### Professional Peer Feedback

#### People Assigned:

- Teachers/Staff
- Principal
- Substitute Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	<b>Budget Reference</b>	<b>Amount</b>
Lottery: Unrestricted	School Materials/Leases	\$1,700.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Bilingual Aides	\$12,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	School Materials/Leases	\$2,000.00
Discretionary	RISO Replacement/Upgrade	\$2,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Substitutes for Planning & Collaboration	\$1,000.00

## STRATEGY/ACTIVITY 2

Strategy Title: Ongoing Assessment and Monitoring System

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Staff will review ELPAC, SBAC ELA, Math & Science and Physical Fitness Results.
- Administer entry level assessments for Kinder students (STAR Early Lit., Common Core Math Assessment and ELPAC).
- Implement regular curricular monitoring assessments (Math Unit/Chapter Tests, ELA Unit Tests, Fluency Tests, RenLearn Assessments).
- Provide teachers the opportunity to attend conferences that support student achievement.
- Administer MAP Assessments and use data to drive instruction.
- Follow district calendar for administration, collection, and analysis of monitoring assessments.
- Set up electronic data collection and recording for each teacher (Academic Conferencing after 1st and 3rd quarters).
- Teachers utilize District-provided SBAC practice materials.
- Celebrate student success on SBAC and ELPAC testing with Medals Ceremonies.

**Measures:**

- Clear teacher documentation of monitoring of assessments.
- Calendar of assessment administration and data analysis.
- Assessment data shared by teachers with administration.
- Data reports disaggregated by subgroups.

**People Assigned:**

- Principal
- Teachers/Staff
- Counselor

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Medals for Student Achievement	\$500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Cost of Substitute Teachers - Conferences	\$1,500.00

## STRATEGY/ACTIVITY 4

Strategy Title: Continue Dedicated Writing Focus

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Provide dedicated writing period for students in grades K-6 (attempt extended writing period 3x/week for 50 minutes each vs. 5x/week for 30 minutes each).
- Provide staff with opportunities to collaborate and share student successes with Wonder curriculum/Step Up to Writing.
- Implement writing strategies learned in training.
- Continue with the implementation of the academic conversations in every classroom.
- Conduct three (3) school-wide writing assessments, using District-provided writing prompt as assessment tool.
- Invite author of children's books to visit Bates and talk about benefits of reading/writing
- Student Authors Writing Contests (poem, short story, etc.) to increase student interests in writing.

**Measures:**

- School schedule
- Agendas for writing curriculum training
- Classroom walkthroughs/observations
- Writing assessment results
- Writing Rubrics

**People Assigned:**

- Principal
- Teachers/Staff
- Counselor

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Supplies (including snacks/lunch)	\$600.00

## STRATEGY/ACTIVITY 5

Strategy Title: Continue to Support English Language Development (ELD) Program

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Dedicate a teacher (bilingual, if possible) to head the English Language Development (ELD) Program.
- Provide ELD and dedicate thirty (30) minutes daily to the ELD program.
- Continue the ongoing training for staff in SDAIE teaching strategies for English Learners.
- Continue to train staff in new Common Core ELD standards/correlation to ELA.
- Provide grade-level parent training in school success with focus on Hispanic/English Learner needs.
- The school counselor and/or ELD/RTI teacher will have a "Student Success Booth" at Back-to-School Night, to give information to parents about how to help with student success, with an emphasis on the importance of homework monitoring.
- Celebrate student success on ELPAC testing with medals.

**Measures:**

- ELD schedule/classes developed by ELD teacher
- ELD embedded curriculum
- Agenda for staff training in SDAIE strategies
- Agendas/Sign-ins for parent trainings
- ELPAC test scores
- Classroom walkthroughs/observations

**People Assigned:**

- Principal
- ELD Teacher
- Teachers/Staff
- Counselor

## STRATEGY/ACTIVITY 6

Strategy Title: Ongoing Professional Development

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Teachers will continue to receive professional development on academic conversations, number talks and AVID.
- Teachers will receive staff development from district in Schoolloop (website, student/parent portal, etc.).
- Teachers will attend site-provided, district-provided and/or county-provided staff development in areas including ELA, Math, ELD, Common Core Standards, etc.
- Teachers will be given release time to develop lessons and/or collaborate with other teachers. Teachers will be allowed to visit a teacher/s in this district (or another district) to view high-quality Common Core instruction with similar curriculum and will share with staff what they observed.

**Measures:**

- Classroom observations
- Curriculum assessments
- Workshop agendas/evaluations
- Release time for teachers
- Sharing of observations with other staff at collaboration/staff meetings

**People Assigned:**

- Principal
- Teachers/Staff
- Trainers

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Substitute Teachers for Peer Observations	\$1,300.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Sub Teachers for Professional Development	\$1,500.00

## STRATEGY/ACTIVITY 7

Strategy Title: **Response to Intervention**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Continue process for identifying students qualifying for Tier 2 and Tier 3 (pull-out) intervention services for ELA.
- Identify staff to provide Tier 2 and Tier 3 intervention services.
- Implement supplemental materials purchased in 2014-2015 (SIPPS, 3rd edition, Read Naturally - Read Live)
- Create plan for providing Math intervention services to students that includes the help of the After-School Program.
- Implement a "Math Fact Practice Club" in After-School Program that tracks progress and rewards achievements.
- Principal, RTI team, and rotating teachers meet monthly to discuss student progress and needs in RTI.

**Measures:**

- Students receiving RTI services show growth in Pre/Post tests of RTI curriculum.
- Students receiving RTI services show growth in STAR Early Literacy (1+ year's growth) and/or growth in STAR Reading
- Supplemental materials used regularly
- Teachers/Instructional aides trained in intervention programs

**People Assigned:**

- Principal
- Resource Teacher
- ELD/RTI Teacher
- Teachers
- Instructional aides
- CA Mini-Corps Tutors
- Counselor

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Intervention Programs, curriculum, and or sub teachers	\$500.00



## STRATEGY/ACTIVITY 8

Strategy Title: Differentiation for Advanced Students

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Identify Advanced students in ELA/Math through MAP testing/SBAC Interim benchmarks, GATE testing in grade 4, and Curricular assessments.
- Monthly STAR Early Lit Assessments for grades K-2 and every other month for grade 3.
- Using the adopted curriculum, provide Advanced students with challenging activities and opportunities.
- Purchase/obtain additional curricular resources, as necessary/requested.
- Provide access to Academic Talent Search testing/information.

**Measures:**

- MAP testing/SBAC Interim benchmark assessments, GATE Testing, Curricular assessments
- STAR Early Lit
- Lesson Plans
- Student work
- Classroom walkthroughs/observations

**People Assigned:**

- Principal
- Teachers
- Instructional Aide(s)
- Counselor

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Supplemental Materials	\$200.00

## » GOAL 10

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Goal Area: LCAP Priority 4 - Pupil Achievement

Goal Title: Improve Achievement Gaps in Math and La

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready
- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Identified Need:

Bates teacher and staff will focus on closing the achievement gap in both ELA and Math. We will be using our district curriculum assessment, MAP, and SBAC data to target those specific needs.

## » GOAL 5

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Goal Area: LCAP Priority 5 - Pupil Engagement

Goal Title: Priority 5: Student Engagement

State Priorities:

- 5 - Pupil Engagement

Identified Need:

**Goal Statement:**

Bates Elementary will maintain an engaging, well-attended, and college-minded environment for students. Students will have opportunities to serve as student leaders, to learn about and plan for college, and participate in arts-related activities. In addition, we will have an increase of students earning "honor roll" in grades K-6.

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

- Student attendance data from Aeries Student Data Management System.
- Student participation and enthusiasm for College Week activities.
- Student reaction to B Street Theater performances.
- Student participation in Band.
- Students participation in the Leadership Academies
- Students will participate in the perfect attendance assemblies/incentives.
- Student in grades K-6 participation in the Honor Roll Assemblies - Quarterly

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

- Attendance Data on regular basis (monthly).
- Perfect Attendance Incentives - Quarterly
- Student participation in Student Council.
- Attendance to the monthly Leadership Academies after school
- Students earning "Honor Roll" - Quarterly
- Invoices with B Street Theater and student feedback.
- Student participation and feedback from College Week activities.

**Strategy:**

- Through use of positive reinforcements, students and families desire to come to school more frequently.
- Trophies/extra recess issued to class with best attendance in the previous month.
- Establish communication with students who have chronic absenteeism or tardies to find solutions to issues so that attendance improves.
- Continue with established pattern of B Street Theater School Tour performances and College Week activities.
- Have students who have perfect attendance participate in the quarterly perfect attendance assembly and earn an incentive.
- Students with perfect attendance at the end of the school year will receive a perfect attendance medal.

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

- Student attendance for the 2018-2019 school year was between 96.8% and 97% which is slightly lower than the desired goal of 97.5%.
- Students feedback on how they enjoy working as student leaders in Student Council.
- Student Council members have provided positive feedback after each monthly Leadership Academy.
- Students thoroughly enjoy each B Street Theater School Tour presentation.
- Students in grades 4-6 like the option of participation in band.
- Students in grades 5-6 like the option to participate in our peer mediation program guided by the school counselor.
- Students in grades K-6 will participate in the honor roll assemblies.

## STRATEGY/ACTIVITY 1

Strategy Title: Student School Attendance

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- School will have a goal of 97.5% overall attendance.
- Quarterly perfect attendance recognition/incentives.
- Students who have perfect attendance each semester will receive recognition/award.
- Students in grades K-6 with perfect attendance will receive a medal at the last sing-along of year.
- Students in grades K-6 with the best attendance will earn a trophy at the end of the school year.
- Teachers will encourage superior attendance and recognize it in their classrooms.
- Parents/Guardians of students with chronic absenteeism will receive letters from the school and have a meeting with administration/counselor.
- Student Council will promote school attendance at Sing-Alongs.
- Students in grades 4-6 will participate in the Peer Mediation Program.

**Measures:**

- Student recognitions/awards for perfect attendance
- Placement of trophies in classrooms
- Individual Perfect Attendance Medals and Certificates
- Attendance data from Aeries
- Copies of chronic absenteeism letters/notes from parent meetings

**People Assigned:**

- Principal
- Secretary
- Student Council Advisor(s)
- Teachers/Staff
- Counselor

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Recognitions for Attendance	\$700.00

## STRATEGY/ACTIVITY 2

Strategy Title: Positive Student Participation/Engagement

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Students will elect peers to be the school leaders in grades 4-6 for Student Council positions.
- Student Council will provide a positive environment by planning events, such as Spirit Week, and making signs and announcements encouraging positive actions and participation in school events.
- Student council members will attend a monthly leadership academies after school to learn or improve students' leadership skills.
- Each classroom teacher will select at least one Student of the Month, recognizing a trait that has been studied in the recent Positive Action Unit.
- Sing-Along/Student recognition will occur at the end of each month.
- Student council members will participate in a Leadership academy at the beginning of the school year.
- Students in grades 4-6 will have access to Intramural sports (i.e. football, basketball, volleyball, and soccer), through the After-School Program.
- Each class will go on at least one field trip each school year (sponsored by PTA).

**Measures:**

- Student Council elections
- Student Recognition at Sing-Along
- Participation in Intramural sports
- Field Trip participation
- Leadership Academy participation log/agendas & evaluations

**People Assigned:**

- Principal
- Student Council Advisor(s)
- Teachers/Staff
- PTA Parents
- Counselor

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Student Council Materials/Expenses	\$300.00

## STRATEGY/ACTIVITY 3

Strategy Title: Promote a College-going Environment

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Prepare students in grades K-6 to understand what college is and prepare for college readiness by engaging in class discussions throughout the year and in the culminating College Week in May.
- Address socio cultural awareness through classroom presentations, parent presentations and college visitations.
- Prepare students in grades K-6 to participate in College Week activities, which include Delta High Seniors Presentation, "Touch a College" presentation, graders 4-6 field trip to UC Davis or Sacramento State University etc.
- The counselor will meet with the 6 grade students to work on the 6 year plans to get ready for high school.
- The full implementation of AVID program in grades 5-6 where students can learn and implement the strategies to be better prepared for college going. Adding grades 2, 3, and 4 to the full implementation of the AVID strategies with a total of 5 grade levels.
- If available, provide Reservation for College materials to teachers early in the year, so lessons can be taught throughout the year.
- Provide parent presentations in the evenings to motivate parents and educate them on College going.

**Measures:**

- Parent Sign-in sheets to the College presentations
- Students will pledge to go to college during college week
- Student attendance/participation during college week
- College presenters will be invited to bring college information to parent meetings

**People Assigned:**

- Principal
- Teachers/Staff
- Community Volunteers
- Counselor
- Delta High School Seniors
- Guest Speakers

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	College and Career Ready - Transportation	\$500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	College and Career Ready - Transportation	\$1,000.00

## STRATEGY/ACTIVITY 4

Strategy Title: **Visual and Performing Arts Opportunities**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- School will schedule B Street Theater School Tour for Fall and Spring Performances.
- School will allow opportunities for students to write and submit their own plays or skits.
- Students in grades 4-6 will be allowed opportunities to play in the school band.
- School band will plan and perform a Band Concert during the school year.
- School will purchase/borrow needed Band instruments.
- Students in grades 4-5 will have the opportunity to perform a play towards the end of the school year.

**Measures:**

- Performance dates for B Street Theater School Tour
- Inventory of Band instruments
- Band Practice schedules
- Band Concert dates
- Play Performance date

**People Assigned:**

- Principal
- Band Teacher
- Teachers/Staff

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	B Street Theatre School Tour	\$1,200.00
Lottery: Unrestricted	Repair/Refurbish Band Instruments & Supplies	\$700.00
Lottery: Unrestricted	Play Materials & Supplies	\$500.00

**» GOAL 6**

Goal Area: LCAP Priority 6 - School Climate

Goal Title: Priority 6: Bates School Climate

Identified Need:

**Goal Statement:**

Bates Elementary will continue to provide and maintain a positive and safe school for all students.

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

- Suspension/Expulsion rates - The suspension rate for Bates (total # of days of suspension/total number of students) was about 12% for 2014-2015 school year, a 9% for the 2015-2016, 6% for the 2016-2017 and less than 5% for the 2017-2018 .
- Discipline Referrals - the number of classroom/cafeteria/bus referrals were 73 in the 2017-2018 school year.

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

- Discipline Referral data
- Data from school counselor and counselor intern
- Informal/Formal observations of classroom/playground behaviors

**Strategy:**

- Continue with Positive Action curriculum and school-wide reinforcements.
- Continue with support services with school counselor (ind. and group sessions).
- Provide appropriate supervision during recess/lunch times.

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

- Discipline Referrals have decreased with the increase in counseling services from school counselor, district social worker, Rio Vista Care and/or CSU, Sacramento Intern school counselor.



## STRATEGY/ACTIVITY 1

Strategy Title: **Positive Actions**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Teachers will teach lessons from the district-adopted curriculum, such as Positive Action and Second Step to help students understand their thought process in making decisions and how to make good decisions or positive actions.
- Bates will have at least one (1) assembly during the year that promotes good decision-making, positive actions, anti-bullying, etc.
- Teachers will teach and revisit with students the difference between "Bullying and Conflict".
- Bates will have Sing-Along assemblies/Student Recognition at the completion of each month.
- During the Sing-Alongs, students will continue to be recognized for positive character traits displayed at the school and students receive recognition, via prizes, for having been "caught" doing a good thing(s).

**Measures:**

- Student Awards/Recognition
- Lesson Plans
- Anti-bullying Assembly
- ICU Prizes during the sing-along
- School Wide Posters on Anti-bullying and/or Bullying vs. Conflict

**People Assigned:**

- Principal
- Teachers/Staff
- Counselor

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Rewards/Recognitions/Prizes	\$700.00
Discretionary	Anti-bullying Assemblies and/or Supplies	\$1,000.00

## STRATEGY/ACTIVITY 2

Strategy Title: Positive Student Behavior

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

As is possible when sharing a counselor with another elementary school,

- 5th-6th grade students will be trained in Peer Mediation through the school counselor to help mediate conflicts that may occur between students.
- A schedule of Peer Mediators will be developed, announced each day, and posted around school.
- The total number of discipline referrals will decrease from the previous year and the suspension rate will be 5% or less of the student body (ex: for 200 students, no more than 10 days of at-home suspensions)
- School counselor will provide bullying prevention lessons to classes as requested by teachers or administrator.
- School counselor will provide counseling services to individuals or small groups, with a focus on decision-making, understanding one's own feelings, and the feelings of others, anger management, and social appropriateness.

**Measures:**

- Peer Mediator schedule
- Student discipline data from Aeries
- Counseling schedule/calendar
- Classroom Presentations
- Bullying Prevention Presentations

**People Assigned:**

- Teachers/Staff
- School Counselor
- Principal
- Sacramento County Sheriffs

## STRATEGY/ACTIVITY 3

Strategy Title: **School Safety**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Staff will provide a before-school supervisor for the students who arrive on the "early bus".
- Staff will provide at least two (2) yard supervisors during the before-school recess and at the first recess.
- Staff will provide supervision during the lunch recess.
- Staff will provide a bus monitor immediately after school.
- Administration and Staff will work with the district to create a comprehensive site safety plan.
- Administration and Staff will implement the Catapult EMS and receive appropriate training.
- Administration will work with district Maintenance and Operations staff to repair/fix any unsafe conditions on school site.

**Measures:**

- Yard Supervision assignments
- Completion of comprehensive site safety plan
- Repair of unsafe conditions
- Catapult EMS

**People Assigned:**

- Principal
- Teacher/Staff
- Counselor

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Site Supplemental and Concentration	Yard Duty Supervision	\$4,800.00
Discretionary	Catapult EMS	\$1,500.00

**» GOAL 7**

Goal Area: LCAP Priority 7 - Course Access

Goal Title: Priority 7: Course Access

State Priorities:

- 7 - Course Access

Identified Need:

**Goal Statement:**

Students will have access to the differentiation of instruction that meets their needs. This instruction will be both for students who struggle accessing the core standards and for those who excel with the standards. Additionally, students will have access to the necessary technology to meet Common Core standards and to prepare them for middle school and beyond.

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

- Students needing Response to Intervention (RTI) help
- Students qualifying for GATE

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

- Assessment data of students in RTI
- Number of students qualifying for GATE
- Classroom/district assessment data
- Needs analysis of technology

**Strategy:**

- All students will have access to core grade-level curriculum and technology.
- All students will have access to differentiated curriculum to meet their academic needs.

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

- Bates has students who struggle, do well, and excel - and all of them need to be challenged at their levels.
- Using and becoming proficient with technology prepares students for later education and allows for advanced differentiation.

## STRATEGY/ACTIVITY 1

Strategy Title: **Instruction at Student Levels**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Students will receive instruction at their level of need during ELA/Math Universal Access (UA) time.
- SIPPS 3rd Edition and Read Live (Read Naturally - online version) have been purchased as RTI materials for 2019-2020.
- SIPPS Training for a teachers/staff who need the training.
- Students who need help beyond class time will receive instruction using materials such as Lexia, Language!, SIPPS, and Read Naturally with the purpose of trying to access the core standards.
- Students who regularly exceed the core standards and/or qualify for GATE will be given challenging activities and opportunities to extend their learning.

**Measures:**

- RenLearn Assessments (STAR Early Lit, STAR Reading, STAR Math)
- Lexia Assessments
- SIPPS, 3rd Edition.
- Curricular and SBAC interim benchmark assessments
- GATE testing results
- RTI curricular assessments
- Classroom walkthroughs/observations

**People Assigned:**

- Principal
- ELD/RTI teacher
- RSP teacher
- Teachers/Staff
- Counselor

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Subs for SIPPS Training	\$300.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	SIPPS Training	\$500.00

## STRATEGY/ACTIVITY 2

Strategy Title: Addressing Student Needs

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Student academic needs will be discussed at Academic Conferences/Collaboration Meetings.
- School will meet with parents of students with significant academic/behavioral/other needs in an SST.
- Teachers and staff will work together to come up with ways to help students in their areas of need (i.e. push-in help, pull-out help, Mini-Corps tutors, After school program support, etc.).
- RTI/ELD and RSP teacher will form committee with principal and rotating teachers to meet monthly to discuss progress/needs of students receiving interventions during the school day and beyond.

**Measures:**

- Meeting notes from Academic Conferences
- Meeting notes from RTI Monthly Meetings
- Meeting notes from SSTs Meetings
- Staffing considerations for students needing extra help
- SBAC and ELPAC Data from 2018-2019

**People Assigned:**

- Principal
- Teachers/Staff
- Counselor
- ELD/RTI Teacher
- RSP Teacher

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Food/Snacks for Academic Conference/Collaboration Meetings	\$650.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	SST Substitute Coverage (days)	\$400.00

## STRATEGY/ACTIVITY 3

Strategy Title: Technology

Students to be Served by this Strategy/Activity:

## Strategy/Activity:

### Task:

- The new and upgraded 25 station computer lab will be maintained as needed.
- A computer lab schedule will be created to give students and teachers an additional consistent access.
- Technology issues will be communicated to principal/Data Path and weekly visits from Data Path technician.
- Chromebook carts with classroom set of chromebooks are available for teachers to check out daily and use in the classroom.
- Keys for Chromebooks will be purchased and replaced as needed.
- Each classroom will have at least 2 working computers.
- Each classroom will have an IPEVO in the classroom to make any whiteboard interactive and available for students.
- Students will have access to three set of Chromebooks to work in the classroom (One Chromebook was purchased by the after school program a few years ago).
- Each classroom teacher will have one (1) working laptop computer.
- Computers with minor repair needs will be taken to Core Care for repair.
- Teachers will receive a beginning-of-year troubleshooting training for site technology, provided by Data Path.
- Students will have access to free keyboarding and word processing programs.
- Students will have continued access to computer/internet based instructional programs (i.e. Lexia, RenLearn products).
- Teachers will incorporate more technology into their lessons (i.e. short media clips, PowerPoint presentations, information found on the internet, etc.).
- Access to wireless internet will be school-wide, including the cafeteria/gym.

### Measures:

- Posted Computer Lab schedule
- Technology trouble tickets
- IPEVO Teacher Trainings as needed/requested
- Chromebook Cart check out log
- Licensing for RenLearn and Lexia (district-funded)
- ReadLive Licenses (site funding)

### People Assigned:

- Teachers/Staff
- Principal
- TOSA
- Data Path Staff
- District Office

**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	<b>Budget Reference</b>	<b>Amount</b>
Discretionary	Technology Parts/Upgrades/Repairs	\$3,000.00



## » GOAL 8

### Goal Area: LCAP Priority 8 - Other Pupil Outcomes

#### Goal Title: Priority 8: Other Pupil Outcomes

#### State Priorities:

- 8 - Other Pupil Outcomes

#### Identified Need:

##### Goal Statement:

75% of Bates students will meet their RIT goal in MAP testing by the end of the school year. Each class will need to take at least a Fall and Spring test to get accurate results, with more accurate results occurring with Fall, Winter, and Spring testing.

If SBAC Interim assessments are given, the goal is to establish a baseline after the 1st Interim assessment and create student/class/school goals after knowing the baseline data (SBAC Interim Assessments have not been given yet).

On curricular assessments (ELA and Math), the goal is that 75% of the students will score at the "Standard Met/Standard Exceeded" or "Proficient/Advanced".; With a new math curriculum for 2015-2016 that correlates directly to Common Core standards, this will be an important piece of data in preparation for the EOY SBAC test. For ELA, because our materials/assessments still reflect the old CA State Standards, assessment results will be from a combination of Theme Skills Tests and Curriculum Associates (CCSS-based) assessments.

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

- Because this was the first year of MAP testing, there are some results that are promising, but most are incomplete. In order to have more valid results, an end-of-the-year MAP assessment should be given. However, due to the closeness in testing windows with the SBAC and the MAP window, most classes did not take a Spring MAP test. For the one class that did, the results were that 86% of the students achieved their MAP RIT goal in Math and 48% of students achieved their MAP RIT goal in ELA.

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

- School Loop
- Academic Conferences to discuss student progress and test results.

##### Strategy:

- Staff and students will monitor student learning and standards mastery through the use of assessment data as a means to drive and differentiate instruction in the classroom.

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

- The analysis revealed that in order to get data that is useful, all three testing periods of MAP testing need to be employed. And while it is just one form of assessment, it is important in showing growth.
- One thing that we continue to grapple with is a simple and logical way of tracking and looking at the data - that is easy for teachers to access and for the administration. Tracking MAP testing results is easy because it is web-based.

## STRATEGY/ACTIVITY 1

Strategy Title: Necessary Assessments

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Following the district lead, the school will create a matrix of necessary assessments throughout the school year to follow student progress.
- An assessment calendar will be produced and teachers will give the students their required assessments.
- Assessments such as Fluency, STAR Reading, STAR Early Lit, BPST-II will be considered for knowing students' academic levels and areas of need.
- Teachers/Staff will meet to discuss results and how the results will change teaching strategies or student placements in regular education or RTI.

**Measures:**

- Results of agreed-upon assessments
- Weekly Lesson plans
- Assessment Calendar

**People Assigned:**

- Teachers/Staff
- Principal
- District Office

## STRATEGY/ACTIVITY 2

Strategy Title: Regular Student Assessments

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Students will take ELA Theme Skills Tests after completion of each theme.
- Students will take ELA assessments from the Ready Common Core Supplemental CCSS Materials.
- Students will take Math Topic/Chapter tests after completion of each topic or chapter.
- Students will take MAP Assessments and/or SBAC Interim Assessments using the computers.
- Teachers will utilize the results of these assessments to drive their instruction.

**Measures:**

- Results of ELA, Math, and SBAC Interim Assessments
- MAP Assessment Reports
- Lesson Book

**People Assigned:**

- Teachers/Staff
- Principal
- TOSA

## » BUDGET SUMMARY

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	<b>\$47,134.00</b>
Total Federal Funds Provided to the School from the LEA for CSI	<b>\$0.00</b>
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	<b>\$76,814.00</b>

## » OTHER FEDERAL, STATE, AND LOCAL FUNDS

List of the additional Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)	Expenditure (\$)
<b>3010 - ESSA-Title I, Part A, Basic Grants Low Income and Neglected</b>	\$47,134.00	\$27,300.00

Allocated subtotal of consolidated federal funds for this school: **\$47,134.00**

Expenditure subtotal of consolidated federal funds for this school: **\$27,300.00**

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)	Expenditure (\$)
<b>1100 - Lottery: Unrestricted</b>	\$8,254.00	\$7,950.00
<b>0000 - Discretionary</b>	\$12,100.00	\$11,200.00
<b>0740 - Site Supplemental and Concentration</b>	\$9,326.00	\$9,600.00

Allocated subtotal of state or local funds included for this school: **\$29,680.00**

Expenditure subtotal of state or local funds included for this school: **\$28,750.00**

Allocated total of federal, state, and/or local funds for this school: **\$76,814.00**

Expenditure total of federal, state, and/or local funds for this school: **\$56,050.00**

## » SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
<b>Maria Elena Becerra</b>	Principal	916-775-1771	06/04/2019
<b>Lisa Posnick</b>	Classroom Teacher	916-775-1771	06/04/2019
<b>Annelise Delucchi</b>	Classroom Teacher	916-775-1771	06/04/2019
<b>Mallory Brown</b>	Other School Staff	916-775-1771	06/04/2019
<b>Rebecca McGee</b>	Other School Staff	916-775-1771	06/04/2019
<b>Ruth Crisantos</b>	Parent or Community Member	916-8389471	06/04/2019
<b>Karina Barriga</b>	Parent or Community Member	209-663-5525	06/04/2019

### TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
<b>Number of members of each category</b>	1	2	2	2	0

» 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:

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:

**English Learner Advisory Committee**

Andrew Flores

Signature

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 here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

06/04/2019

Attested:

**Maria Elena Becerra, Principal**  
Typed name of School Principal

Maria Elena Becerra  
Signature of School Principal

6/4/2019  
Date

**Ruth Crisantos**  
Typed name of SSC Chairperson

Ruth Crisantos  
Signature of SSC Chairperson

6/4/19  
Date



## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

- Provide an instructional program that supports full implementation of the CCSS in grades K-12.

Bates staff utilize state and local assessment to guide instruction and improve student achievement. Monthly collaborations are conducted to analyze data and assessments.

The following groups of data are analyzed during these meetings by both teachers and administrator:

- MAP Testing K-6
- SBAC Interim Assessments grades 3-6
- Subgroup analysis (EL's, ethnicities, reclassified students, etc.)
- ELPAC and MAP assessment for English Learners
- Reclassification rates
- Houghton Mifflin Curricular Tests/Theme Skills Tests/Ready Common Core Assessments
- Math tests
- STAR Reading
- STAR Math
- STAR Early Literacy for Grades K-3

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

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

Bates staff use curriculum-embedded assessments in the following content areas:

- English Language Arts
- Math
- Social Studies
- Science
- ELD

The results of these assessments are used to analyze student understanding of the concepts taught and to modify future instruction so that students will achieve proficiency.

### Status of meeting requirements for highly qualified staff (ESEA):

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

All Bates teachers and aides meet the NCLB requirements for highly qualified staff. In addition, intern teachers have the support of the district assigned mentor who provides additional support to new teachers.

### Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready
- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.

Current principal holds a valid school administration credential, teaching credential with BCLAD certification, pupil personnel service credential with specialization in school counseling . In addition, the principal under goes additional trainings through ACSA, CALSA or Sacramento County Office of Education that support the instructional progress.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

- Provide an instructional program that supports full implementation of the CCSS in grades K-12.

Bates teachers and support staff under go different trainings on state and district adopted instructional materials through the district or county.

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

- Provide an instructional program that supports full implementation of the CCSS in grades K-12.

95% of Bates Elementary School teachers and paraprofessionals are highly qualified based upon district reports. All teachers have EL qualification.

The school continues the process of aligning staff development to content standards, assessing student performance, and professional needs.

Academic conversations trainings have been going on for the last two school years in all areas. In addition, teachers have been given the opportunity to participate in the Number Talk trainings to address the Math needs. Instructional assistance and support for beginning teachers is implemented through the Teacher Induction program for new teachers. Currently an early release day is provided weekly for teacher planning/professional development.

One day a month are used for grade level collaboration, data analysis, and improved instructional strategies. Additional ongoing collaboration between the Extended Program, CA Mini-Corps, ELD/RTI Teacher with the classroom teachers to better support student performance.



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

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Bates is very proud of the implementation of AVID program, Number Talks and academic conversations. Teachers and staff are committed to provide the tools students need to be ready for middle school. Bates has enthusiastic and committed teachers and staff to meet the needs of all students and families.

The staff at Bates continues to look at areas that can be improved and groups of students that need extra help. For the 2019-2020 school year, the staff at Bates will continue to receive training and staff development with Number Talks, Academic Conversations and teaching strategies, and continue practicing AVID strategies implemented in 2018-2019 with all students and specifically in grades 2-6. The implementation of the strategies shared and learned at the trainings will be key to helping our Hispanic, English Learner, and Socioeconomically Disadvantaged students achieve greater proficiency.

### Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

- Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Teachers at Bates have two Wednesdays per month dedicated for staff meetings and staff collaboration. Because of the size of the school and number of students, most grades have one teacher per grade level. Our collaboration meetings at times are at the whole-school level, while other times it is more appropriate to have collaboration time with multi-grade level teams meeting together to discuss student performance and analyze data.

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

- Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12.
1. Bates Elementary School uses state and local assessments to modify instruction and improve student achievement. Students are routinely assessed using standards-based materials which directly relate to the curriculum to check progress. A needs assessment of parents is conducted yearly to identify parental needs and concerns.
  2. The staff uses data to monitor student progress on curriculum-embedded assessments and modify instruction. Groups meet frequently to flexibly group students using this data. STAR data results are used in part to determine placement in intervention, instructional groups, SST referrals, at-risk of retention referrals, reclassification, GATE placements, cohort analysis, overall school wide progress, purchases of instructional materials, and during staff development opportunities. ELPAC and MAP assessments determine placement for ELD instruction and reclassification eligibility.
  3. Student scores are used to monitor and target ELD subgroups not making adequate language progress. District-provided assessments for language arts and math are used to provide skills-specific analysis of student performance and are used to modify ongoing, differentiated instruction in the classroom.

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

- Provide an instructional program that supports full implementation of the CCSS in grades K-12.

At Bates, we follow the recommended instructional minutes for reading/language arts and mathematics, as verified in annual

language arts implementation reviews and audits. Specifically, our students receive 150-180 minutes of English Language Arts instruction and 90-100 minutes of Math instruction on a daily basis.

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

- **Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready**

Lesson pacing guides for language arts will be reviewed for all grades and actively used by all teachers. Efforts are made at the district level to organize collaborations to create appropriate Math and English Language Arts.

Teachers have the flexibility to teach at the pace of the class and provide appropriate interventions. For students needing additional intervention, there are intervention groups that the students attend, receiving help in their areas of need. These intervention groups occur while that content area is being addressed in class, insuring that they don't miss educational opportunities in other content areas in which they may have proficiency.

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

- **Provide an instructional program that supports full implementation of the CCSS in grades K-12.**

There is sufficient standards-based instructional material available that is appropriate for all groups in Math, Language Arts, and EL intervention.

River Delta Unified School District provides a quality, rigorous curriculum to all students so that they reach high levels of academic achievement. There is alignment of curriculum, instruction, and materials to content and performance standards. We follow the recommended instructional minutes for reading/language arts and mathematics, as verified in annual language arts implementation reviews and audits. Bates School has availability of standards-based instructional materials appropriate to all student groups. All instructional materials used are SBE-adopted and standards aligned. Core subject materials and intervention programs are listed below:

- McGraw Hill ELA/ELD Wonders Grades K-6
- Houghton Mifflin Mathematics - Math Expressions Grades K-6
- Houghton Mifflin Social Studies,
- Houghton Mifflin Science
- School Intervention Programs Program include: SLA Corrective Reading (ELA Grades 4-6), SIPPS, and Read Naturally.

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

- **Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready**

Staff at Bates use the SBE-adopted and standards-based instructional materials each scheduled day in all of the core content areas. Those trained in Intervention instructional materials use the Intervention materials each day, according to the groups they work with.

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

- Provide an instructional program that supports full implementation of the CCSS in grades K-12.

Differentiated instruction, SDAIE strategies, GLAD strategies, Accelerated Math, Accelerated Reader, Fluent Reader, Math Facts in a Flash, English in a Flash, SIPPS, Language!, SRA Corrective Reading, Sentence Writing (Strategic Instruction Model), and supplemental material from SBE adopted curriculum are some of the services provided by the regular program that help support students who test below grade level achievement on state standards.

Classroom teachers meet varying needs of under performing students through the use of research based, adopted instructional materials, differentiated grouping, and the use of extra support materials that supplement the core instructional program. The categorically funded intervention program (Avenues) provides services to children identified by the school as at-risk of failing to meet the state's academic content standards due to a language barrier.

There are many resources available for the family, school, district, and community to assist students who are below basic and far below basic. The ASES after-school program provides 3+ hours of academic, enrichment, and physical activity to at risk students. The SSC, PTA, ELAC, and school staff are active participants in student life, site planning and fund raising.

### Research-based educational practices to raise student achievement at this school (ESEA):

- Provide an instructional program that supports full implementation of the CCSS in grades K-12.

The staff at Bates continues to implement and use the academic conversations, Number Talks and GLAD strategies, which are research-based and proven to have a profound effect on students, and especially Bates students. We continue to employ other research-based practices, from increased parental involvement, to supplementing core curriculum that may be weak in certain standards with stronger curriculum to receiving additional training in the summer to prepare for the next school year. The implementation of AVID also reinforces standards as well as organizational skills which gives teachers and students research-based strategies to increase student achievement.

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

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

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 Bates SSC and ELAC meetings each year are dedicated to providing parents with information to assist students at home and increase involvement at the school. Additional parent trainings are provided by teachers and the ELD teacher to help parents with homework and support student classroom learning at home. The AVID Family Night also gives parents a better understanding of the learning process students go through and they learn ways of how to prepare them. In addition, Bates and the ACES program in collaboration provide parents to learn about STEM during the STEM Family nights. These are opportunities for parents to learn how to work with their children at home.

The previous school plan laid out strategies to increase parent involvement. One of the goals of this plan is to do the same. Parents, community representatives, classroom teachers, and other school personnel actively participate in the planning, implementation, and evaluation of consolidated application programs.

The Parent Teacher Association (PTA) represents parents and teachers. The PTA contributes much time and energy to fund-raising, but they go beyond that by assisting teachers in the classrooms, coordinating and funding educational

assemblies and activities, and serving on the School Site Council and English Learners Advisory Committee. Parents may volunteer to assist with a wide variety of activities: classroom parties, field trips, School Site Council, Red Ribbon Week, and book fairs.

Bates Staff also helps organize and sponsor a "College Week", punctuated by a special "College Day" assembly and celebration of local high school graduates going on to college.

The ACES after school program provides three or more hours of academic, enrichment, and physical activity to all students, including under-achieving students, every day school is in session.

The CA Mini-Corps college student provides additional academic support to Migrant Education students.

### **Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):**

Parents, community members, classroom teachers, and other school personnel are involved in the planning, implementation, and evaluation of consolidated application programs through the School Site Council, PTA, and ELAC committees. Parents are notified of each meeting in the monthly newsletters and with a reminder telephone call the day before the meetings.

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

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

The services provided by categorical funds enable under-performing students to meet standards. Bates School has been designated School-wide Title I, and all programs will receive fiscal support from both the site and district.

### **Fiscal support (EPC):**

- **Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready**

The SSC work closely with the administrator to ensure the funds are allocated accordingly to address the academic needs of the students.

# SPSA 2019-20

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

River Delta Joint Unified District

### D. H. White Elementary

Local Board Approval Date: 06/26/2018

Schoolsite Council (SSC) Approval Date: 05/24/2019

CDS Code: 34674136033716

Principal: Mr. Nicholas Casey, Principal

Superintendent: Don Beno

Address: 500 Elm Way  
Rio Vista, CA 94571-1304

Phone: (707) 374-5335

Email: [ncasey@rdusd.org](mailto:ncasey@rdusd.org)

Web Site: <http://dhw-rdusd-ca.schoolloop.com/>





## PURPOSE AND DESCRIPTION

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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)

The purpose of this plan is a schoolwide plan designed to improve student achievement, and empower our students to become lifelong learners.

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.

D.H. White utilizes federal, state, and local assessment results to plan and guide instruction. Students use standards-based materials in all subject areas and interventions are designed and implemented for those students who do not meet standards.



## STAKEHOLDER INVOLVEMENT

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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.](#)

The development and annual review of our SPSA is developed through teacher input and feedback in a staff meeting, as well as through meetings of the school site council. Staff and School site council provide input both written and orally.



## RESOURCE INEQUITIES

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

**Goals, Strategies, Expenditures, & Annual Review**

**» GOAL 1****Goal Area: LCAP Priority 1 - Basic Services****Goal Title: Improve and support student learning to close achievement gaps****State Priorities:**

- 1 - Basic Services

**LCAP Goal:**

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

**Identified Need:****Goal Statement:**

- Provide all the basic curricular needs, textbooks and materials, for students and teachers; educational software licenses needed to support the curriculum; technology required to deliver and support student learning of the Common Core State Standards.

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

- Inventory of books, materials, and technology at school
- Curricular requirements for all subject matter

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

- Keep an current and actualized inventory of all textbooks, materials, ancillaries, and technology
- Professional development for all teachers

**Strategy:**

- School will ensure that all teachers have all Board adopted curriculum, textbooks, to ensure student learning
- Teachers will use all Board adopted curriculum, textbooks, to ensure student learning
- Teachers will use technology to support the curriculum
- School will ensure that the appropriate levels of materials and supplies are available for students and teachers

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

- To be successful, each student needs to have all required textbook, ancillaries, materials and technology to access curricular.
- Integration of curriculum with up-to-date technology is required for student learning and success in all content areas

## STRATEGY/ACTIVITY 1

Strategy Title: Provide textbooks, materials and technology in support of student learning

Students to be Served by this Strategy/Activity:

### Strategy/Activity:

#### Task:

- Teachers will use district-adopted standards-based instructional materials to foster and support student learning.
- Teachers in grades K-5 will use Common Core Standards in their daily lesson planning.
- Purchase subscriptions to Science and History magazines to supplement textbooks and enhance language and literacy development.
- Purchase ancillary materials for a learning to type program and writing in support of student success on CAASPP.
- Purchase materials and supplies in support of student learning.
- Teachers will use required technology and educational technology programs to support the curriculum.
- Purchase and use necessary materials and equipment to meet the needs of Physical Education requirements.
- Purchase and use additional Chromebooks to meet the needs of ELA and Math programs.
- A full-time Intervention/ELD teacher, bilingual assistant and intervention classroom aide is on staff to insure student success.
- Academic support and enrichment programs will be held throughout the school year designed to foster students individual needs.

#### Measures:

- Monitor student access to the district-adopted textbooks throughout the year.
- Maintain an inventory of all textbooks being housed and used on-site.
- Principal will complete formal and informal, on-site observations of basic services in classroom, including use of the Chromebooks during class.
- Monitor the usage report from all educational technology programs, including Star reading, accelerated reader, Lexia, math facts in a flash, etc.
- Monitor that each class is getting 200 minutes of PE every 10 days.
- Principal and RTI team will review student data at pre-determined points throughout the year. Teachers will provide classroom data.

#### People Assigned:

- Principal
- Teachers
- Instructional Assistants



## Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Bilingual assistant	\$11,700.00
Site Supplemental & Concentration LCFF	Bilingual assistant	\$6,300.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Bilingual assistant	\$18,000.00
Site Supplemental & Concentration LCFF	Professional development for CCSS, ELD, NGSS, GLAD, AVID	\$4,200.00
Site Supplemental & Concentration LCFF	New Teacher Professional Development	\$2,600.00
Lottery: Unrestricted	costs of substitutes for professional development	\$1,500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Friedel & Wasson "district funded"	\$33,700.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Friedel site funded	\$6,000.00
Discretionary	Upham site funded	\$5,775.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Upham site funded	\$5,775.00
Site Supplemental & Concentration LCFF	Supplies	\$1,712.00
Lottery: Unrestricted	Supplies	\$8,035.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Supplies	\$12,000.00
Lottery: Unrestricted	PE equipment	\$1,000.00

## ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

### ANALYSIS

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

Students all had the basic curricular needs, textbooks and materials along with educational software and to support common core standards.

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

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.

## » GOAL 2

**Goal Area: LCAP Priority 2 - Implementation of State Standards****Goal Title: DHW staff will implement CCSS with fidelity****State Priorities:**

- 2 - Implementation of State Standards

**LCAP Goal:**

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

**Identified Need:****Goal Statement:**

- DH White Elementary will provide an instructional program that supports full implementation of the Common Core State Standards in every class, in every subject area.
- Provide for collaboration time for staff to share instructional practices and strategies.
- Feedback to parents through Report Cards, progress reports and student study teams.
- Protect Core instructional time in the School-wide schedule; all ELA and Math classes will be scheduled prior to Lunch everyday.
- Students receiving RTI, tier 2 and 3, support in the classroom will show growth towards narrowing/closing achievement gap based on multiple measures used at that grade-level.

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

- SBAC, MAP, CST-Science results

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

- Teacher implementation of curriculum
- Principal observation
- Input from students, parents, teachers, staff

**Strategy:**

- In coordination with the District Office, DH White will maintain the appropriate level of highly qualified teachers so as to meet the needs of students
- In coordination with the District Office, all DH White students will have the appropriate textbooks, technology and equipment, materials, and the facilities necessary to bring about student learning in a safe, secure, and nurturing environment
- In coordination with the District Office, DH White staff will have the necessary equipment and materials to meet the needs of their jobs in a safe and supportive environment

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

- Every student will be provided with access, the basic services and tools necessary to bring about sustainable student

learning.

- All teachers will be provided with the necessary tools and supports to foster student learning.

## STRATEGY/ACTIVITY 1

Strategy Title: **Curricular Needs**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

### Task:

- Principal, teachers, and staff will work together to insure that all the curricular and material needs of every student is met
- Principal will insure procurement of curriculum, materials, supplies, and technology needed for instruction.
- Teacher representatives will participate in all district-provided technology trainings.
- Teachers will embed literacy in their Science and Social Science instruction to support Common Core standards on informational texts.
- The school and PTC will support grade-level field trips to enhance Science and Social Science Curriculum.
- To adhere to the Ed Code, student in grades 1-5 will receive 200-minutes of guided Physical Education instruction every 10 days; Teachers in grade 1-5 will plan and implement common Physical Education activities based on the California Physical Education Framework.
- Based on the RDUSD EL Master Plan, all English Language Learners will receive 30-minutes of core ELD instruction every day.
- School ELD coordinator will provide guidance and training to all staff regarding new ELD standards and appropriate curriculum
- Bilingual Instructional Assistant will provide support and intervention to students in a small group setting who are still developing proficiency in English.
- All teachers will incorporate ELD standards in all subjects throughout the day and use SDAIE strategies to enhance the learning experience.

### Measures:

- 70% of ELD students will be proficient in Math on District Benchmark/MAP and Math Topic Tests
- Students will have all the curriculum, and basic materials, supplies, technology needed for learning
- Teachers will have the appropriate level of materials, supplies, and technology needed for instruction
- Regular Principal/Teacher communication
- Regular Principal/District Office communication
- 5th Grade CAASPP Science CST scores
- Principal walk-through/ formal observations
- Improved scores on ELPAC tests
- Increase in number of students who are redesignated English Learners

- Increase parent attendance and input during ELAC meetings
- Improved scores on the district benchmarks assessments (MAP)
- Improved proficiency on high frequency words assessment
- Student improvement on universal assessments: SIPPS, BPST, Wonders, Math Expressions, Accelerated Reader quizzes, STAR Reading, & STAR Early Literacy

**People Assigned:**

- District Office personnel
- Principal
- Teachers
- ELD teacher
- Instructional Assistant
- DHW office staff

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Discretionary	Tech Hardware: Maintain Chromebook, laptop & peripherals	\$2,000.00
Site Supplemental & Concentration LCFF	Tech Hardware: Maintain Chromebook, laptop & peripherals	\$500.00
Lottery: Unrestricted	Tech Hardware: Maintain Chromebook, laptop & peripherals	\$1,750.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Tech Hardware: Maintain Chromebook, laptop & peripherals	\$4,000.00

**ANNUAL REVIEW**

SPSA Year Reviewed: 2018-19

**ANALYSIS**

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

DH White Elementary provided an instructional program that supports full implementation of the Common Core State Standards in every class, in every subject area.

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

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.



## Goal Area: LCAP Priority 3 - Parent Involvement

### Goal Title: Provide opportunities for parents in support of student learning

#### State Priorities:

- 3 - Parent Involvement

#### LCAP Goal:

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

#### Identified Need:

##### Goal Statement:

- Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.
- Further improve upon a parent-friendly campus where families feel safe, welcomed, and involved.
- Parents familiarity/lack of familiarity with student curricula
- Sign-in/out sheets
- Parental presence on campus, on Field Trips, at school events.

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

- Parental participation in our school is beneficial to student learning, and to student socioemotional development.
- Parents would benefit in knowing more about what and how their students are learning in the classroom, as a mean to better assist, and guide them, at home.

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

- Review school sign-in logs.
- Teacher feedback on volunteers.

##### Strategy:

- Implement Parent nights where teachers inform on what is being taught in the classroom, how it is taught, and how parents could be instrumental in student success (value of reading, importance of homework done well, online supports built into the curricula, additional technological supports)
- Ensure that parent participation mirrors the school's demographic makeup
- Develop clear and transparent policies regarding parents on campus and on field trips and ensure that these are up to date in the student/parent handbook.
- Improve upon school/home communication
- Develop a culture that fosters parental participation during school hours, on field trips, and at school events

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

- More parental involvement at school and at home improves student achievement

## STRATEGY/ACTIVITY 1

Strategy Title: **PTC and School Interaction**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Utilize school Facebook page and website, instagram, teacher and principal newsletters, automated phone messaging system, and Remind to increase school-to-home communication, and school bulletin board.
- Increase activities for parents and families to come to school (Donuts for Dad, Muffins for Mom, Breakfast with Santa, Spring Egg Drop, Family Fitness Night, End-of-Year Carnival)
- Provide multiple opportunities for parent and school communication.
- School wide communication folders will be used in all grades TK-5.

**Measures:**

- Sign-in sheets
- Increase parent presence at PTC meeting and events
- AVID binder logs

**People Assigned:**

- Principal
- Staff
- Parents
- PTC officers

## STRATEGY/ACTIVITY 2

Strategy Title: **Communication with Parents and Community**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Utilize homework folders, school website and Facebook page, newsletter, and automated Phone messaging system to increase school to home communication
- Schedule Student Support Team (SST) meetings and Response to Intervention (RTI) meetings to create individualized

support for students and to monitor progress

- Progress reports will be mailed quarterly in support of struggling students
- Parents will be invited to participate in Student Success Team (SST) meetings
- Upcoming events will be posted on the outside marquee/bulletin board, school webpage/Facebook page, and Remind
- Principal will ensure that Site Council, PTC, and ELAC meetings are not scheduled at the same time.
- AVID binders will be used in all grades.
- We will host Back To School Night the first week of school in order to ensure quick communication with our families.
- We will host a registration day, before school begins, for parents to come in and fill out all necessary paperwork and pick up their student's teacher.
- Coffee with the Principal with focus on topics of interest to our school community.

#### Measures:

- Parent involvement in school related functions
- Sign-in sheets from parent meetings (Site Council, PTC, ELAC)
- SST notes
- Phone messenger logs

#### People Assigned:

- Principal
- Teachers
- Office Staff
- Parents
- Counselor

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Family Literacy & Math Nights	\$750.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Family Literacy & Math Nights	\$750.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Staff Training to improve communication with families	\$500.00
Discretionary	District & Site level newsletters-Bilingual	\$900.00
Site Supplemental & Concentration LCFF	District & Site level newsletters-Bilingual	\$1,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	District & Site level newsletters-Bilingual	\$2,000.00
Site Supplemental & Concentration LCFF	Postage	\$1,000.00
Lottery: Unrestricted	Postage	\$1,000.00

## STRATEGY/ACTIVITY 3

Strategy Title: Parent Math and ELA nights

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Develop a series of parent trainings in Math and ELA in support of student learning.
- AVID informational meeting for parents to learn about our AVID goals.

**Measures:**

- More parents being able to support their students while doing homework and providing a better understand of the CCSS

**People Assigned:**

- Teachers
- Parents
- Principal

## ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

### ANALYSIS

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

D.H. White provided meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

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

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.



 **GOAL 4**

Goal Area: LCAP Priority 4 - Pupil Achievement

Goal Title: Setting Individual Academic Goals for Students

State Priorities:

- 4 - Pupil Achievement

Identified Need:

**Goal Statement:**

Understanding, monitoring, adjusting, and differentiating instruction is the key to student success.

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

Data gathered from student report cards, and AR, MAP, SBAC testing results

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

Continue monitoring data throughout the school year, and between school years.

**Strategy:**

- Teachers will set academic goals for each student at the start of the school year
- Teachers will review data with the principal and within their grade level teams
- Instruction will be modified as needed to meet student needs (modality, intervention, GATE)
- Teachers will collaborate and visit other classrooms.

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

Although students are making significant growth, student achievement is not equal across the board. More training is needed in the areas of data analysis and differentiation of instruction in the classroom.

## STRATEGY/ACTIVITY 1

Strategy Title: **Planned Improvement in Student Performance**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Teachers will continue setting individual academic goals for each and every student, and provide additional, targeted, and differentiated intervention to struggling student.
- School will maintain records of student academic data in support of instruction and student learning.
- Students will set individual goals, which will be tracked in his/her AVID binder.

**Measures:**

- Comparing results with the 2017-18 school year: Number of students performing at grade level and obtaining 3s on their report cards will increase by 5%
- Number of students performing at level 4 on CASPP testing in ELA and Math will increase by 5%
- Number of students scoring Proficient and Advanced on 5th Grade CST-Science test will increase by 5%
- Number of students showing growth on their 5th Grade Fitnessgram test results will increase by 10%
- Number of students making their Accelerated Reader goals and raising their ZPD levels will increase
- Student MAP testing RIT score will increase, and 65% of students will have made their yearly target growth by Spring
- Decrease in number of students referred for Special Education testing.

**People Assigned:**

- Teachers
- Students
- Principal
- RTI 3 teacher
- GATE coordinator

## ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

### ANALYSIS

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

Teachers set academic goals for students. Principal and data team reviewed common assessments every 9 weeks. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

## » GOAL 5

Goal Area: LCAP Priority 5 - Pupil Engagement

Goal Title: Foster school culture that ensures academic success

State Priorities:

- 5 - Pupil Engagement

Identified Need:

#### Goal Statement:

- By June 2019, DH White students will increase, by at least 5%, their score on all required testing, as measured by the CAASPP (SBAC, CST, CMA, CAPA), CELDT, District Benchmarks/MAP, Fluency Assessments, Theme Skills tests, Topic Tests, and Renaissance Learning Early STAR Literacy and Reading tests.
- Work towards eliminating disparity in student successes and closing achievement gap.
- Provide enrichment programs for students designated as Gifted and Talented, or performing well above grade-level, in conjunction with the district.
- Students will receive differentiated instruction in the classroom during ELA/Math instruction and during Universal Access (UA) time.
- Increase student attendance to 97%
- Reduce number of referrals to RTI 3 by effective interventions in the classroom
- Reduce number of referrals to Special Education by assuring student successes in RTI 3
- Reduce number of student referrals to office
- Reduce number of student suspensions

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

- Achievement scores among school subgroups
- Attendance rate for 2017-18 and 2018-19 school years

- Number students referred to RTI 3
- Number students referred to Special Education for testing
- Number of students referred to the office and suspended in 2015-16 school year

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

- Review student report cards
- Review RTI 3 referrals
- Review SST logs, RTI 3 results, before referring students for Special Ed testing
- Review attendance logs

**Strategy:**

- Students will receive differentiated instruction in the classroom during ELA/Math instruction and during Universal Access (UA) time
- Provide intervention (RTI3) using SRA Corrective Reading, SIPPs, Read Naturally, Lexia Core 5 to increase mastery of the standards, increase fluency, and improve reading comprehension in grades K to 2
- Work collaboratively with parents to support learning at home
- Provide staff training during Faculty Meetings
- Provide for peer staff observation in other classrooms
- Each teacher will 'adopt' three families with the goal of fostering more parent support in their child's education
- Provide for a differentiated program to meet the needs of gifted and talented students

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

- Disproportionate student achievement among school subgroups
- More staff training and collaboration needed with regard to differentiated instruction
- More staff training needed in support of RTI 1 and 2 in the classroom

## STRATEGY/ACTIVITY 1

Strategy Title: Differentiated Instruction

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Students will receive differentiated instruction in the classroom during ELA and Math instruction and during Universal Access time

- Students in grade K to 2 will receive differentiated instruction level 3 (1:1 or very small group) outside the classroom in ELA in support of learning foundational skills
- Students will have access to supplementary curricula to support student learning of Grade level Standards, i.e., Lexia Core 5, Language! SIPPs, BPST, Corrective Reading, Read Naturally, Step up to Writing.
- Provide appropriate staffing to support program
- In coordination with Rio Vista HS, student TAs will provide additional supports to students.
- Provide afterschool activities for students for enrichment and interventions.

**Measures:**

- Number of students who are performing at 2s and 3s on grade level Standards
- Decrease in number of students referred for Special Education testing
- Increase in student Accelerated Reader ZPD levels
- Increase in student MAP testing RIT score

**People Assigned:**

- Principal
- Teachers
- Instructional Assistants
- RSP/SDC teachers

**Proposed Expenditures for this Strategy/Activity**

Source	Budget Reference	Amount
Discretionary	Continue PD for Restorative Practice/Behavior Management	\$3,300.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Continue PD for Restorative Practice/Behavior Management	\$1,200.00
Site Supplemental & Concentration LCFF	Site Based attendance reward/incentive, SARB & Supplies	\$500.00
Lottery: Unrestricted	Site Based attendance reward/incentive, SARB & Supplies	\$1,500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Site Based attendance reward/incentive, SARB & Supplies	\$1,000.00
Discretionary	PD for Trauma Informed Schools	\$500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	PD for Trauma Informed Schools	\$2,002.00

**» GOAL 6**

Goal Area: LCAP Priority 6 - School Climate

Goal Title: Provide facilities that are safe and technology to support instruction

State Priorities:

- 6 - School Climate

Identified Need:

**Goal Statement:**

- Principal and Maintenance & Operations (M&O) staff will ensure that all Site facilities are in good working order to meet the needs of students, teachers, and staff
- Custodians will inform Principal and M&O of facilities and maintenance needs
- Maintain appropriate inventory of technology
- District's Uniform Complaint Procedures, including Williams requirements, posted in every room
- Evacuation maps posted in every room
- Monthly Fire drills will be adhered to
- Evacuation drills will be implemented as prescribed in Safety Plan

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

- Maintenance request logs
- Staff and parent surveys

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

- There is a need for ongoing upkeep of the premises to provide for a safe learning and working environment

## STRATEGY/ACTIVITY 1

Strategy Title: Safe learning and working environment

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Provide additional sports/play opportunities for students during recess and lunch times
- Continue with and expand upon Bullying Prevention program
- Analyze the yard duties' supervision zone on the playground and adjust the supervision play accordingly
- Noon time supervisors, as well as teachers who serve as yard duty will be trained in yard duty supervision through our Peacemaker's program.

**Measures:**

- Increase in student learning as measured on standardized tests
- Decrease disciplinary referrals
- Compare the decrease in disciplinary referrals with the student participation data of the Bullying Prevention programs

**People Assigned:**

- Principal
- Custodians
- Teachers/Staff
- M&O staff

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Discretionary	Copy/Print/Alarm	\$9,775.00
Lottery: Unrestricted	Copy/Print/Alarm	\$5,225.00

## ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

### ANALYSIS

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

Principal and Maintenance & Operations (M&O) staff made sure that all Site facilities are in good working order to meet the needs of students, teachers, and staff.

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

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.



**» GOAL 7**

Goal Area: LCAP Priority 8 - Other Pupil Outcomes

Goal Title: Ensure academic, social and emotional well-being for all students

State Priorities:

- 8 - Other Pupil Outcomes

Identified Need:

**Goal Statement:**

- Ensure that students attend school on a daily basis, arrive on time, and that the school's overall average daily attendance rate is above 97%
- Reduce with the goal of eliminating student suspensions
- Reduce referrals to Special Education by fostering a more effective RTI process
- Improving student, staff and family relationships and perception of safety on campus

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

- Trends in student attendance, absenteeism, tardy, and truant tardy.
- Communications with parents
- Students referred to Special Education testing

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

- Review student attendance records
- Review student referral notices

**Strategy:**

- Maintain communication with families of students who are habitually absent or tardy to school so as to provide solutions and to ensure sustained attendance in school.

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

- Students who are habitually absent, or tardy, to school tend not to perform as well as those who are not.
- Student learning improves when they feel supported by staff and at home.

## STRATEGY/ACTIVITY 1

Strategy Title: **Counseling Services/Positive Action**

Students to be Served by this Strategy/Activity:

Strategy/Activity:

**Task:**

- Continue teaching Positive Action and Bullying Prevention Program "2nd Step" in the classroom.
- Hold monthly Positive Action assemblies where students will be recognized for positive behaviors and character.
- Have classrooms demonstrate a character skill in each assembly to promote whole-school awareness.
- Facilitate collaboration through parent and staff meetings to improve upon behavioral successes in our students.
- Continue to offer the Peacemakers program during recess with afterschool training.
- School Wide incentive program (Scholar Dollars) are used to support positive reinforcement. Students are allowed to "spend" their scholar dollars in "Humphrey's Harbor" student store twice a month.
- Principal's 200 club will recognize students who are demonstrating strong character skills.

**Measures:**

- Students recognition at assemblies
- Reduction of inappropriate behaviors on campus and at recess
- Principal observation of bullying Prevention/Positive Action being taught in the classroom
- Feedback from peacemakers liason

**People Assigned:**

- Principal
- Teachers/staff
- Peacekeeper Advisor(s)

### Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Lottery: Unrestricted	Afterschool programs	\$2,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Afterschool programs	\$5,527.00

## ANNUAL REVIEW

SPSA Year Reviewed: 2018-19

### ANALYSIS

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

We worked to improve student attendance as well as promote SBIS when students would be out for a longer absence. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

## » BUDGET SUMMARY

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	<b>\$92,454.00</b>
Total Federal Funds Provided to the School from the LEA for CSI	<b>\$0.00</b>
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	<b>\$166,976.00</b>

## » OTHER FEDERAL, STATE, AND LOCAL FUNDS

List of the additional Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)	Expenditure (\$)
<b>3010 - ESSA-Title I, Part A, Basic Grants Low Income and Neglected</b>	\$92,454.00	\$92,454.00

Allocated subtotal of consolidated federal funds for this school: **\$92,454.00**

Expenditure subtotal of consolidated federal funds for this school: **\$92,454.00**

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)	Expenditure (\$)
<b>1100 - Lottery: Unrestricted</b>	\$22,010.00	\$22,010.00
<b>0000 - Discretionary</b>	\$34,700.00	\$34,700.00
<b>0740 - Site Supplemental &amp; Concentration LCFF</b>	\$17,812.00	\$17,812.00

Allocated subtotal of state or local funds included for this school: **\$74,522.00**

Expenditure subtotal of state or local funds included for this school: **\$74,522.00**

Allocated total of federal, state, and/or local funds for this school: **\$166,976.00**

Expenditure total of federal, state, and/or local funds for this school: **\$166,976.00**

**SCHOOL SITE COUNCIL MEMBERSHIP**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
<b>Kelli Mahoney</b>	Parent or Community Member	707-374-5335	04/24/2018
<b>Elvia Coronado</b>	Parent or Community Member	707-374-5335	04/24/2018
<b>Codi Agan</b>	Other School Staff	707-374-5335	04/24/2018
<b>Nick Casey</b>	Principal	707-374-5335	04/24/2018
<b>Andria Mendoza</b>	Parent or Community Member	707-374-5335	04/24/2018
<b>Karen Hemman</b>	Classroom Teacher	707-374-5335	05/24/2019
<b>Jennifer Lindsay</b>	Classroom Teacher	707-374-5335	05/24/2019

**TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS**

	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
<b>Number of members of each category</b>	1	2	1	3	0

» 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:

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:
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 here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

05/24/2019

Attested:

Mr. Nicholas Casey, Principal  
Typed name of School Principal

  
Signature of School Principal

5/24/19  
Date

Andria Mendoza  
Typed name of SSC Chairperson

  
Signature of SSC Chairperson

5/29/19  
Date



## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

D.H. White staff utilizes federal, state, and local assessment results to guide instruction and to improve student achievement. Monthly grade level collaboration meetings are held to analyze data and to make necessary curricular adjustments.

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

The following sources of data are analyzed during staff and grade level collaboration meetings in order to make curriculum and instruction modifications to improve student achievement:

- CAASPP results - school wide, grade level, and individual scores (current year and one year previous)
- CELDT/ELPAC results
- EL Re-designation rates
- MAP results
- Reading Wonders
- enVision Math Topic Test results
- STAR Reading, STAR Math, and STAR Early Literacy test results
- District Benchmark Assessment data

### Status of meeting requirements for highly qualified staff (ESEA):

100% of teachers on staff meet highly-qualified teacher requirements.

### Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

AB 75 training is made available to all school principals to ensure compliance.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

All teachers at D.H. White School are fully credentialed teachers. AB 466 training has been completed by most teachers; those who have not completed the training will have it made available to them.

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

River Delta Unified School District provides staff development days each year. The district Superintendent and leadership team select areas of focus for these days. Full day workshops are developed for teachers. Attendance is required and is monitored by sign-in/ sign-out sheets.

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

Teachers receive ongoing instructional support and assistance through: - Strategic Schooling consultant - GLAD coaching - Administrator observation and guidance - Other professional development, as indicated in the SPSA.

### Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Teachers collaborate through monthly grade level and/or grade span meetings. These meetings are calendared by the site administrator and meeting notes are maintained as a monthly record.

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

D.H. White has acquired district-adopted materials in each of the curricular areas taught in the elementary school. All texts are on the current list of approved materials from the State of California; all materials are aligned with California content standards and/or Common Core.

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

All staff adhere to a schoolwide schedule, which includes the recommended instructional minutes for reading/language arts and mathematics.

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

Grades K-5 follow district pacing guides in English/Language Arts and Mathematics. Universal Access time, Learning Center grouping, and RTI small group instruction are utilized for intervention courses.

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

Each student has access to a copy of the textbook and/or consumable materials required for each of the core subjects. Materials are ordered each summer according to estimated enrollment for the next year. Occasionally, enrollment is underestimated, but materials are ordered as soon as possible so that students have the necessary materials. This is an annual process occurring in June and September of each year.

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

D.H. White has acquired SBE-adopted materials in each of the curricular areas taught in the elementary school. All texts and support materials are aligned with California content standards and/or Common Core.

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

Teachers use standards-based materials in all core curriculum areas. Teachers use their Universal Access time (with support materials tied to adopted curriculum) to assist under-performing students to meet standard in the classroom. RTI (Response to Intervention) strategies are utilized to target specific students. English Learners have thirty minutes of ELD time daily. After school tutorials are offered at each grade level. Students who are performing at basic or below levels have the opportunity to attend summer school, when offered. The school uses Lexia, a computer assisted reading program in all classrooms. All teachers use GLAD and SDAIE techniques and strategies for second language learners.

### Research-based educational practices to raise student achievement at this school (ESEA):



Research-based educational practices include: GLAD methodologies; RTI interventions; sheltered ELD instruction; and Universal Access intervention time.

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

Resources in the community are limited. There are currently two preschools in town to provide a learning experience for three to five year olds. Girl Scouts, Boy Scouts, and 4H provide programs for students outside of the school day and there are active sports programs for both boys and girls. The PTC (Parent Teacher Club) provides several thousand dollars each year to make field trips possible and provides additional materials and supplies to the classroom. Rio Vista CARE provides on campus and after school counseling as well as PALS volunteers to support students.

### Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

Parents, community representatives, classroom teachers, and other school personnel plan, implement, and evaluate the Single Plan for Student Achievement as members of the School Site Council. Meetings are held on a monthly basis for this purpose. The plan is a living document that assures compliance with consolidated application programs.

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

### Fiscal support (EPC):

Fiscal support of educational programs is detailed in the budget designations throughout the Single Plan for Student Achievement.