

RIVER DELTA UNIFIED SCHOOL DISTRICT

Notice of a Regular Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Regular Meeting of the Board of Trustees of the River Delta Unified School District to be held:

Important Notice

June 22, 2021 – General Open Session 6:30 pm

River Delta Unified School District Board meeting will be held as a teleconference (Webinar) at the River Delta USD District Office and will be closed to the public. Please see River Delta USD Meeting Logistics section below for options to view and participate in the meeting.

River Delta USD Board Meeting Logistics Meeting will be held remotely.

The RDUSD uses a Zoom Webinar application for its meetings. To join the meeting, Zoom, not River Delta USD, requires attendees to register with a name and email address. The email address does not need to be authenticated and the name does not need to be the attendee's legal name. Initials, "Supportive Staff", "Caring Citizen", etc. are all acceptable entries. The same requirements are used to address the Board. See the Public Comment section to address the Board or comment on the Agenda or non-agendized items. All comments must be submitted prior to the start of the General Open Session. Please note that any Public Comments received after 6:30 pm will not be read. If your comment exceeds the time limit, it may be summarized.

<https://rdusd-org.zoom.us/j/96489304498?pwd=SZZ6TTk4OSsxL0JIR1UwRmpUbUJRUT09>

A copy of the full agenda (with backup documents but without confidential closed session items) is available for public review at the District Office, 445 Montezuma St., Rio Vista, California, at least 72 hours prior to the announced meeting of the Board of Trustees or online at <http://riverdelta.org> under the heading: Board of Trustees

REGULAR MEETING AGENDA

1. Call the Open Session to Order (@ 5:30 p.m.)
2. Roll Call
3. Review Closed Session Agenda (see attached agenda)
 - 3.1 Announce Closed Session Agenda
 - 3.2 Public Comment on Closed Session Agenda Items Only
4. Approve Closed Session Agenda and Adjourn to the **Closed Session** (@5:35 p.m.)

Motioned: _____ Second: _____

Roll Call Vote:

Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Mahoney __; Member Stone __ Time: __

5. Reconvene to Open Session (@ approx. 6:30 p.m.) Time: _____

5.1 Retake Roll Call

Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Mahoney __; Member Stone __

5.2 Pledge of Allegiance

6. Report of Action taken, if any, during the Closed Session (Government Code Section 54957.1) – Board President Stone

7. Review and Approve the **Open Session** Agenda

Motioned: _____ Second: _____

Roll Call Vote:

Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Mahoney __; Member Stone __

8. **Public Comment:** As the result of the Coronavirus Pandemic (COVID-19), the Office of Gov. Gavin Newsom [issued a letter](#) on June 2 announcing that [Executive Order N-29-20](#), which provided flexibility for school boards and state and local agencies to conduct their business through virtual public meetings during the COVID-19 pandemic, “will not terminate on June 15 when the Blueprint [for a Safer Economy] is scheduled to terminate.” The health and well-being of our students, staff and community members are the top priority for the Board of Trustees of River Delta Unified School District. To facilitate this process, the meeting of the Board of Trustees will be available via a Zoom Webinar.

To address the Board during Public Comment or on any item listed on the Agenda, please follow these instructions:

- 1) Using the link “Public Comment Card”, complete the Google form and submit. The form must be submitted prior to the General Open Session. Once filled out and submitted, your comments will be read during agenda item 8: Public Comment or during the corresponding item number.
- 2) If you have a comment or complaint regarding a specific employee, please refrain from making a public comment and contact the employee’s supervisor for resolution.

9. **Reports, Presentations, Information**

9.1 Board Member(s) and Superintendent Report(s) and/or Presentation(s) –

9.1.1 Board Members’ report(s)

9.1.2 Superintendent Wright’s report(s)

9.1.2.1 City of Isleton discussion regarding Boat Parks, Redevelopment Agency Debt and City Ordinance Modification, Charles Bergson

9.2 Retiree Recognition – Katherine Wright, Superintendent

9.3 Education Services’ and Special Education Reports and/or Presentation(s) - Nicole Latimer, Chief Educational Services Officer and Tom Anderson, Director of Special Education

9.3.1 Educational Services Update – Nicole Latimer, Chief Educational Services Officer

9.3.2 School Plan for Student Achievement 2021-2022 Presentations: Isleton Elementary School; Clarksburg Middle School; Delta High School; and Rio Vista High School; Mokelumne High School – Site Principals

9.3.3 Special Education Update – Tom Anderson, Director of Special Education

10. **Consent Calendar**

All matters listed under the Consent Calendar are to be considered routine action and all will be enacted by one motion. There will be no separate discussion of these items unless a member of the Board of Trustees requests that specific items to be removed from the Consent Calendar for separate action. Any items removed will be considered for separate action after the motion to approve the Consent Calendar.

10.1 Approve Board Minutes

Regular Meeting of the Board – June 8, 2021

10.2 Receive and Approve Monthly Personnel Report - As of June 8, 2021

10.3 Request to Approve the Isleton Elementary School; Clarksburg Middle School; Delta High School; Rio Vista High School and Mokelumne High School’s Single Plans for Student Achievement for the 2021-2022 School Year – Site Principals

10.4 Request to Approve the Independent Contract for Services Agreement with Rio Vista CARE for the 2021-2022 School Year at a cost not to exceed \$10,000 – Special Education and CARES Act Funds – Nicole Latimer, Chief Educational Services Officer

10.5 Request to Pre-Approve the 2021-2022 ASB, Booster Club, PTC and PTA Fundraisers– Vina Guzman, Chief Business Officer

10.6 Request to Approve the Purchase of ABC Mouse Early Learning Academy for the 2021 2022 School Year at a cost not to exceed \$4,375 – Educational Funds – Nicole Latimer, Chief Educational Services Officer

10.7 Request Approval to Renew the AVID Membership and Pay Dues for River Delta Unified School District Schools for the 2021-2022 School Year - \$22,716 - Educational Service Funds – Nicole Latimer, Chief Educational Services Officer

- 10.8 Request to Approve the Renewal of 61 Odysseyware Web-based Instructional Program Licenses for use in Alternative Education, Special Education and Adult Education Throughout the District for the 2021-2022 School Year at a cost not to exceed \$44,200 – Educational Services and Adult Education Funds – Nicole Latimer, Chief Educational Services Officer
- 10.9 Request to Approve the Purchase of Measures of Academic Performance (MAP) Assessments for Students Grades K-10 for the 2021-2022 School Year at a cost not to exceed \$24,934.50 - Educational Services Funds– Nicole Latimer, Chief Educational Services Officer
- 10.10 Request to Approve the Renewal with Renaissance Learning Educational Software Licenses for the 2021-2022 School Year at a cost not to exceed \$41,231.79 – Educational Services & After School Program Funding – Nicole Latimer, Chief Educational Services Officer
- 10.11 Request to approve the Memorandum of Understanding with Sacramento County Office of Education (SCOE) for the 2021-2022 School Year to Provide Vision, Orientation and Mobility Services at a cost not to exceed \$4,774 – Tom Anderson, Director of Special Education
- 10.12 Request to Approve the Medical Billing Systems, Inc. Agreement for the 2021-2022 School Year at a cost not to exceed \$1,000 – Educational Services Funds– Nicole Latimer, Chief Educational Services Officer and Tom Anderson, Director of Special Education
- 10.13 Request to Approve the Purchase of Licenses for Turnitin, LLC Software for the 2021-2022 School Year at a cost not to exceed \$4,090 – Educational Services Funds– Nicole Latimer, Chief Educational Services Officer
- 10.14 Request to Approve the Contract with Loy Mattison Enterprises, E-rate Consultant to Provide Assistance with the E-Rate Process in FY 2021-2022, not to exceed \$8,000 – Vina Guzman, Chief Business Officer
- 10.15 Request Permission to Apply for the Agricultural Incentive Grant for the 2021-2022 school year – Nicole Latimer, Chief Educational Services Officer
- 10.16 Request to Approve the Professional Expert Agreement with Susan Jones to provide 15 days of Coaching and Mentoring for Rio Vista High School Teachers in the 2021-2022 School Year at a cost not exceed \$3,000 – Site Funds – Victoria Turk, Principal of Rio Vista High School
- 10.17 Request to Approve the Contract with Ryland School Business Consulting for Various Financial and Business Office Services – at a cost not to exceed \$15,000 – Unrestricted General Funds – Katherine Wright, Superintendent
- 10.18 Request to Approve the Independent Contract for Services Agreement with Carina Grandison, Ph.D. for the 2021-2022 School Year at a Cost Not to Exceed \$6,600 – Special Education Funds – Tom Anderson, Director of Special Education
- 10.19 Request to Approve the Online Software Program of Home Campus an Athletic Clearance Packet Program for Rio Vista High School and Delta High School – At a cost not to exceed \$1,790 – Nicole Latimer, Chief Educational Services Officer
- 10.20 Request to Approve Victoria Turk, Katherine Ingalls and Noelle Gomes as Rio Vista High School Representatives to CIF Leagues for 2021-2022 and Christine Mabery and Nanci Rose as Delta High School Representatives to CIF Leagues for the 2021-2022 School Year – Victoria Turk and Christine Mabery, Principals
- 10.21 Request to Approve the Contract with Burke, Williams & Sorensen, LLP to Provide Legal Services with Respect to its General Business, Legal, Educational and Governance Matters, Including Representation, Advice, and Counseling on Charter School Matters – Katherine Wright, Superintendent
- 10.22 Request to Declare as Surplus the Non-Operable Technology Equipment from Walnut Grove Elementary School's Inventory and Deem Their Value as Zero – Carrie Norris, Principal
- 10.23 Request to Approve the Leave of Absence made by Christina Snyder, Teacher at D.H. White Elementary School for the 2021-2022 School Year – Bonnie Kauzlarich, Director of Personnel

10.24 Request to approve the Special Education Local Plan Agency (SELPA) Certification Agreement to State & Federal Assurances – Tom Anderson, Director of Special Education

10.25 Request to Approve the Bates Elementary School Revised Single Plans for Student Achievement for the 2021-2022 School Year – Maria Elena Becerra

10.26 Donations to Receive and Acknowledge:

Riverview Middle School

Beth Brockhouse - \$153.84

Isleton Elementary School – RDUSD State Preschool

Howard Lamothe

Rio Vista High School – RVHS Bass Fishing Team

Jon Babcock & Judi Alderson

Jane Cronin

Amanda Hurley

Sherman Lake Marina

CA Correctional S.O.

Rio Vista Rotary Club

Rio Vista High School – Class of 2021

Donnelly Floral & Event Design - \$59.60

Motioned: _____ Second: _____

Roll Call Vote:

Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Mahoney __; Member Stone __

Action Items -- Individual speakers shall be allowed two minutes to address the Board on any agenda item. The Board may limit the total time for public input on each agenda item to 20 minutes. With Board consent, the Board President may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard and the overall length of the agenda. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323) Anyone may appear at the Board meeting to testify in support of, or in opposition to, any item on this agenda being presented to the Board for consideration. Procedures for Public comment will follow the same process as in number 8.

11. Request to Approve and Adopt the 2021-2022 Local Control and Accountability Plan (LCAP) for River Delta Unified School – Katherine Wright, Superintendent

Motioned: _____ Second: _____

Roll Call Vote:

Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Mahoney __; Member Stone __

12. Request to Approve and Adopt the Proposed 2021-2022 District Budget for River Delta Unified School District – Vina Guzman, Interim Chief Business Officer

Motioned: _____ Second: _____

Roll Call Vote:

Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Mahoney __; Member Stone __

13. Request to Approve Resolution #819 CDE Child Development Services Contract – CSPP- 1405 California State Preschool naming Stacy Wallace, Preschool Director, Nicole Latimer, Director of Educational Services and Tammy Busch, Chief Business Officer as Authorized Signees to Sign Transactions for the Governing Board – Nicole Latimer, Chief Educational Services Officer

Motioned: _____ Second: _____

Roll Call Vote:

Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Mahoney __; Member Stone __

14. Request to Approve the Purchase of a 2021 Ford Super Duty F-350, not to exceed \$53,678 – Ken Gaston, Director of Maintenance, Operations and Transportation

Motioned: _____ Second: _____

Roll Call Vote:

Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Mahoney __; Member Stone __

15. Request to Approve Resolution #820 Beginning July 1, 2021 Authorizing Designees to Sign District Payroll Orders and Request for Payments to Vendors to Katherine Wright, Superintendent, Tammy Busch, Chief Business Officer and Vicki Preciado, Director of Accounting – Katherine Wright, Superintendent

Motioned: _____ Second: _____

Roll Call Vote:

Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Mahoney __; Member Stone __

16. Request to Approve the Elimination of the River Delta Unified School District Potential School Closure List – Katherine Wright, Superintendent

Motioned: _____ Second: _____

Roll Call Vote:

Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Mahoney __; Member Stone __

17. Re-Adjourn to continue Closed Session, if needed

18. Report of Action taken, if any, during continued Closed Session (Government Code Section 54957.1) - Board President Stone

19. Adjournment

Motioned: _____ Second: _____

Roll Call Vote:

Member Riley __; Member Casillas __; Member Lamera __; Member Apel __; Member Jelly __; Member Mahoney __; Member Stone __ Time: __

A copy of the full agenda (with backup documents but without confidential closed session items) is available for public review at the District Office, 445 Montezuma St., Rio Vista, California, at least 72 hours prior to the announced meeting of the Board of Trustees. The full agenda is also available online at <http://riverdelta.org>.

Americans with Disabilities Act Compliance: Any and all requests for "...any disability-related modification or accommodation, including auxiliary aids or services..." needed to access our agendas or to participate in the public meetings, must be received in writing by the Superintendent's Office at 445 Montezuma Street, Rio Vista, CA 94571 at least annually before July 1 of each year -- or at least 5 calendar days prior to the individual meeting in question. All inquiries may be directed to the Superintendent's Office c/o Jennifer Gaston at (707) 374-1711.

AFFIDAVIT OF NOTICING AND POSTING:

I, Jennifer Gaston, Executive Assistant to the Board of Trustees, declare that a copy of this Regular Meeting Agenda/Notice was posted in the bulletin board in front of the District Office, District administrative offices and that the Board of Trustees Members, school sites, and the community libraries were provided notice or caused to be provided notice via fax, e-mail and/or hand delivery on Friday, June 18, 2021, by or before 5:30 p.m.

By: *Jennifer Gaston* Jennifer Gaston, Executive Assistant, to the Superintendent.

ATTACHMENT
RIVER DELTA UNIFIED SCHOOL DISTRICT
Notice of a Regular Meeting of the Board of Trustees

By Order of the President of the Board of Trustees, this is a Call for the Regular Meeting of
the Board of Trustees of the River Delta Unified School District to be held:

June 22, 2021

CLOSED SESSION

As provided by Government Code Section 54957, the Board is requested to meet in closed session for consideration of **personnel appointment, employment, discipline, complaint, evaluation or dismissal** [Government Code Section 54957], **possible or pending litigation** [Government Code 54956.9(a)(b)(c)], **student discipline** [Education Code Sections 49070 (c) and 76232 (c)], **employee/employer negotiations** [Government Code Section 3549.1 and 54957.6], **or real property transactions** [Government Code Section 54956.8].

A Closed Session will be held beginning at 5:35 p.m. on June 22, 2021, via teleconference (which is prior to the full General Open Session). Any formal action taken by the Board will be reported in the Open Session of this regular meeting of the Board of Trustees [Government Code Section 54957.1]. As needed, this Closed Session may be reconvened following the full Open Session. Any formal action taken by the Board will be reported in Open Session prior to adjournment.

4. CLOSED SESSION

4.1 **Student Discipline** [Education Code Sections 49070 (c) and 76232 (c)] – None

4.2 **Possible or Pending Litigation** [Government Code 54956.9(a)(b)(c)]

Following Conference with Legal Counsel (Parker & Covert, LLC; Girard, Edwards, Stevens & Tucker LLP; Burke, Williams & Sorensen, LLP) – Pending or Anticipated Litigation/Potential Case(s) Update(s)

4.2.1 Name(s) unspecified as disclosure would jeopardize the service of process and/or existing/possible settlement negotiations

4.3 **Personnel Evaluation, Searches, Appointment, Employment, Complaint, Discipline, Dismissal, Non-reelects and Releases** [Government Code Section 54957]

Following Conference with Legal Counsel (Girard, Edwards, Stevens & Tucker LLP)
Public Employee(s) Evaluation:

4.3.1 Certificated

4.3.2 Classified

4.3.3 Public Employee(s) Searches, Appointment, Employment conditions

4.3.4 Complaint, Discipline, Dismissal, Non-reelects, & Releases

4.3.5 Employee/Employer Negotiations [Government Code Section 3549.1 and 54957.6]

Following negotiation meetings any/all units.

4.3.5.1 RDUTA

4.3.5.2 CSEA

4.4 Adjourn to Open Session (@6:30 p.m.) Any formal action taken by the Board in the above items will be reported in Open Session of this regular meeting of the Board of Trustees [Government Code Section 54957.1]. The meeting may be reconvened as needed (i.e. following the end of Open Session).

Motioned: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Time: _____

jg

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 9.1.2.1

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

SUBJECT:

City of Isleton Presentation Regarding Boat Parks, Redevelopment Agency Debt and City Ordinance Modification

BACKGROUND:

The City of Isleton is in debt to the District for unpaid Redevelopment Agency Funds collected. The City of Isleton has requested to create a repayment plan for this dept.

STATUS:

Charles Bergson, Isleton City Manager has requested time to address the Board of Trustees regarding Boat Parks, terms of Redevelopment Agency debt repayment to River Delta USD, Isleton zoning modification to provide non-retail manufacturing and the lease of unused part of Isleton Elementary School's campus for municipal boat ramp parking.

PRESENTER:

Charles Bergson, Isleton City Manager

OTHER PEOPLE WHO MIGHT BE PRESENT:

Eric Pene, Mayor of Isleton

COST AND FUNDING SOURCES:

No cost to the District to receive the information provided

RECOMMENDATION:

That the Board received the information presented by the City of Isleton

Time allocated: 5 minutes



City of Isleton

101 Second Street

P.O. Box 716

Isleton, California 95641

Tel: 916-777-7770

June 10, 2021

River Delta Unified School District Board Members
River Delta Unified School District (RDUSD)
445 Montezuma Street
Rio Vista, California 95641

RE: City of Isleton, Redevelopment Agency Obligation Repayment
RDUSD Board Meeting June 22; 2021

Dear River Delta Unified School District Board Members,

The City of Isleton has been working over the past few years to stabilize its operations and finances. In the course of this work, the City has encountered past errors to correct and future opportunities to develop. The City seeks the River Delta Unified School District's support in addressing these concerns. The following subjects are submitted for the Board consideration (summary report for each is attached).

1. Terms of repayment of the River Delta Unified School District City of Isleton Redevelopment Agency debt.
2. Support of City zone modification to provide for non-retail manufacturing.
3. Request to lease unused part of Isleton School for municipal boat ramp parking.

The Board's consideration is much appreciated. The Mayor and City Manager plan to attend the Board meeting to present these subjects. Should there be any questions in the interim, please contact this office at 916-777-7770.

Very truly yours,

Charles Bergson, P.E.
City Manager

The City of Isleton is an equal opportunity provider and employer.

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JUNE 22, 2021

City of Isleton – report #1 for June 22, 2021

TO: River Delta Unified School District Board of Directors

FROM: Charles Bergson; City Manager, City of Isleton.

CITY OF ISLETON REDEVELOPMENT AGENCY OBLIGATION RE-PAYMENT TO RIVER DELTA UNIFIED SCHOOL DISTRICT.

SUMMARY

The City of Isleton requests that the Board of Directors of the River Delta Unified School District consider the City's proposal from May 6, 2021, attached.

As discussed with Board President Stone and Superintendent Wright earlier this year, the City of Isleton holds a redevelopment agency debt to River Delta Unified School District in the amount of \$198,034. This debt was accrued many years back by the City for the benefit of the District; however, the City at that time did not disburse these funds. The City is requesting this obligation be relieved over a period of fifteen years in an amount of approximately \$13,000 annually.

BACKGROUND

Beginning in 2017 the City has undergone a concerted effort to correct its fiscal and ministerial affairs. The new administration inherited a municipal operation that had endured years of multiple adverse economic and administrative irregularities – nearly twenty years of deficit spending, three County Grand Jury investigations, dismissing its police force, accumulating unpaid accounts organizations including State Compensation Insurance Fund, the State Employment Development Department, insurance agencies, special districts, and its redevelopment funds. (Note that the City owes redevelopment funds to several public agencies in addition to River Delta Unified.)

Unraveling and solving these problems has been a long and difficult challenge for the new administration, however the City is methodically solving each of these problems. Among its recent actions the City has hired a fiscal manager, caught up on all audits, published balanced budgets, refinanced its Wastewater Treatment Plant Bond, and created new economic opportunities in the City's commercial, residential, and industrial areas and at its water front, tightened up our bill and tax collections, updated City fees, applied and obtained new grants, and has initiated consistent enforcement of City regulations.

The City is stepping forward to address all of these problems, including its redevelopment debt. Hence, the City's request for a budgeted repayment plan.

Repayment of these funds in this amount of \$13,000 annually is sought. These terms will support the City in its quest to establish and maintain a stable and strong agency to benefit the City and our region of the of the California Delta.

ATTACHMENT - City of Isleton letter to RDUSD, May 6, 2021



City of Isleton

101 Second Street

P.O. Box 716

Isleton, California 95641

Tel: 916-777-7770

May 6, 2021

Board of Directors
Katherine Wright, Superintendent
River Delta Unified School District
445 Montezuma Street
Rio Vista, California 95641

RE: City of Isleton Redevelopment Agency Obligation Re-Payment

Dear Board of Directors and Ms. Wright,

Thank you meeting with us last month. The City is undertaking its present and past fiscal matters and has reached out to the District to address its redevelopment obligation.

As discussed with Board President Stone and Superintendent Wright last month, the City of Isleton holds a redevelopment agency debt to the River Delta Unified School District in the amount of \$198,034. This debt was accrued many years back by the City for the benefit of the District. However, the City did not disburse these funds. The City would like to request that this obligation be relieved over a period of fifteen years in an amount of approximately \$13,000 per year.

The Board's favorable consideration of this letter is appreciated. Should you have any questions in the interim, please contact this office.

Yours truly,

Charles Bergson, P.E.
City Manager

The City of Isleton is an equal opportunity provider and employer.

JUNE 22, 2021

City of Isleton – report #2 for June 22, 2021

TO: River Delta Unified School District Board of Directors

FROM: Charles Bergson; City Manager, City of Isleton



CITY ZONE MODIFICATION TO PROVIDE FOR NON-RETAIL CANNABIS MANUFACTURING

SUMMARY

As noted in the first report, the City has engaged in the long and difficult task to rectify its past fiscal missteps. Becoming a financially stable, economically diversified, responsible agency is part of the City's commitment, and the District's support in these efforts is appreciated. A healthier and more stable public agency will help both the students and people of Isleton as well as better serve the RDUSD region. This zone modification is being developed in support of strengthening the City's and region's economy.

Earlier this year, the City of Isleton received a proposal to establish a non-retail commercial cannabis manufacturing facility at 100 5th Street. Per the City's current cannabis regulations, all commercial cannabis activity must take place on property at least 600 feet from Isleton Elementary School. The 100 5th Street property boundary lies approximately 360 feet. from the school.

The State distance regulations eliminate much of the City's commercial and industrial area for use as a cannabis enterprise. This limit applies to cities large and small. However, for small cities like Isleton, this limit has a dramatic and disproportionate impact on business opportunities. Due to this regulation, the limited supply of industrial property in Isleton has become further restricted.

DISCUSSION

The proposed zone modification will allow the City to keep its homegrown business in the community and continue helping the City meet its fiscal objectives as well as bring more jobs and economic opportunities to our region. The modification will not change present cannabis restrictions such as no public exposure, no cultivation, and no availability to the public.

The Board is requested to acknowledge this minor zone adjustment that will assist the City meeting its obligation, including its redevelopment debt.

CB

JUNE 22, 2021

City of Isleton – report #3 for June 22, 2021

TO: River Delta Unified School District Board of Directors

FROM: Charles Bergson; City Manager, City of Isleton 

REQUEST TO LEASE PORTION OF ISLETON ELEMENTARY SCHOOL FOR RECREATIONAL BOAT PARKING FACILITY.

SUMMARY

The City of Isleton is currently pursuing grants to improve its recreational facilities as part of its long term economic development plan. The City has applied for grant funds from the State to construct a new boat ramp at the Isleton Waterfront. This grant requires the City to provide 20 parking spaces designed to accommodate boaters. The Isleton waterfront's existing parking lot will only be able to accommodate 4-5 spaces, so the City is looking to split the parking among multiple facilities.

The City is presenting to the Board of Directors a request to consider leasing an unused portion of Isleton Elementary School at the corner of 5th and C Street for a recreational parking facility. This location is walking distance to the City's waterfront. It is noted that the State encourages public schools districts and municipalities to work together to provide facilities supporting public recreational opportunities.

DISCUSSION

The proposed site would modify a basketball court to provide 8-10 boat parking spaces to service the waterfront. The City would lease and maintain the parking facility.

The establishment of a boat ramp is an integral part of Isleton's long term economic development plan as the City sees an increase in recreational tourism as one of the paths for a stable economy over the next few decades. Isleton's riverfront is an important natural asset for the community, and the City would like to partner with RDUSD to increase access to the waterfront.

The City is requesting that the Board of Directors to approve in concept an agreement between the City and the School District to lease a portion of the Isleton Elementary School to the City for use as a public parking facility.

Prepared by James Gates, Assistant Planner

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Nicole Latimer, Chief Educational Services Officer

Item Number: 9.3.2

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

SUBJECT:

Presentation of the Districts' Single Plan for Student Achievement for Isleton Elementary; Clarksburg Middle; Delta High; Rio Vista High and Mokelumne High Schools for the 2021-2022 School Year

BACKGROUND:

RDUSD school sites have been working steadfast and diligently to continue to provide our students with opportunities for excellence in education and experiences that are rich in rigor, technology, campus culture as well as supportive of our students in transitioning back to full time in-person learning. Additionally, school sites have been working to close achievement gaps while addressing learning loss associated with the COVID-19 pandemic and school closure. During the June 22, 2021, regularly scheduled meeting of the RDUSD Board of Trustees, principals from Delta High, Rio Vista High, Mokelumne High, Clarksburg Middle and Isleton Elementary will share successes, challenges and areas for continued growth as identified by each Single Plan for Student Achievement (SPSA).

STATUS:

This board briefing is informational in nature. A board briefing for the approval of each school SPSA can be found attached to the backup documents for this meeting.

PRESENTER: Nicole Latimer, Chief Educational Services Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: N/A

RECOMMENDATION:

That the Board receives the presentations of the Districts' Single Plan for Student Achievement for Isleton Elementary; Clarksburg Middle; Delta High; Rio Vista High and Mokelumne High Schools for the 2021-2022 School Year

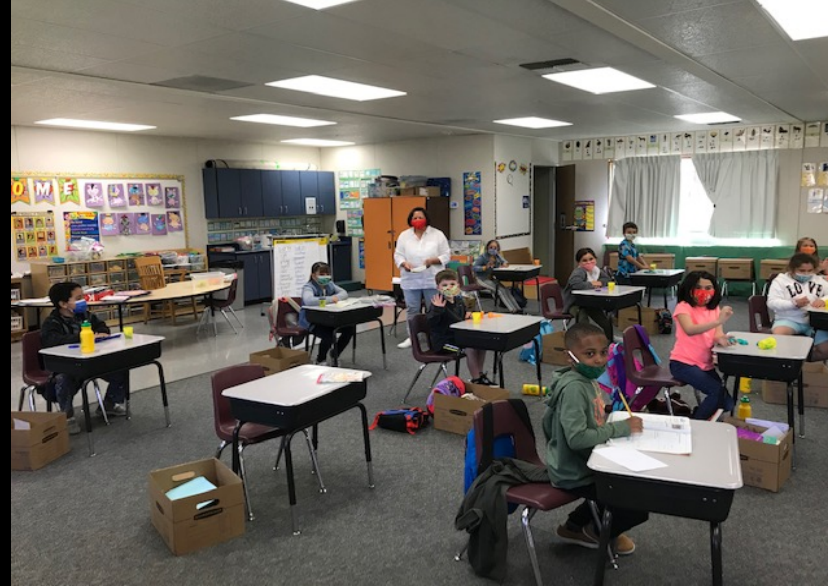
Time allocated: 25 minutes



Isleton Elementary

SPSA Presentation

The Kids are Back on Campus!!!



- 36 students were provided in-person support with the Essential Worker Program and our Special Population cohort.
- Preschool provided in-person class for 13 students for the school year.
- 90% of our students came back for in-person instruction.



Social Emotional Support



- Our social emotional support team were ready to support our students and families.
- First year of the SCOE School Based Mental Health and Wellness Program.



Continuing our Isleton Tiger Culture

- We made Character Ed porch visits to recognize students.
- Continued a focus on Parent Engagement even during COVID.
- We worked hard to create a strong classroom family culture.





Mitigating Learning Loss

- After school tutoring
- Maintain “Data Wall” conversations to monitor student progress
- Provide struggling students with SST meetings
- Provide students with RTI interventions
- Hire a full-time intervention teacher to help support students.
- Summer School and Summer Academies for students





Attack Chronic Absenteeism

- Provide “perfect attendance” incentives.
- Increase parent involvement and communication.
- Provide a variety of enrichment opportunities
- Provide struggling students with opportunities to communicate with our Social Emotional Support team.
- Create plans for the “at-risk” students following the SARB process.



Continue Social Emotional Learning Support

- Incorporate small group, whole class, and individual counseling to our students.
- Perform porch visits and family outreach in order to support families
- Streamline the Isleton Elementary referral process.
- Introduce an Acts of Random Kindness Club and Wellness Center
- Continue our involvement with the SCOE School Based Mental Health and Wellness Consortium.



The background features a white space with several colorful circles and dashed lines. In the top left, there is a large teal circle with a white center, and a smaller blue circle below it. In the top right, there is a large lime green circle and a smaller green circle below it. In the bottom left, there is a large green circle with a white center, a smaller yellow circle, and a dashed yellow circle. In the bottom right, there is a large orange circle and a smaller pink circle. A large dashed blue circle is also present, partially enclosing the text.

Delta High School and Clarksburg Middle School SPSA Presentation

June 22, 2021

Christine Mabery, Principal

The Beginning!





SPSA Development

- ◎ Stakeholder input
- ◎ Outside organizations
- ◎ School organizations
- ◎ Previous SPSA

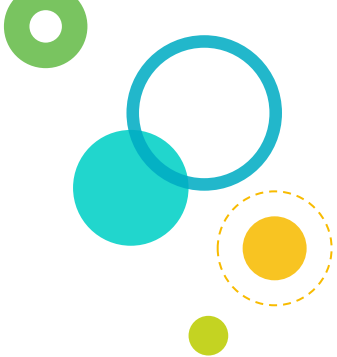
Results!



Lots of positives!



For both schools, unless noted

- ◎ Safety
 - ◎ Welcoming
 - ◎ Approachable
 - ◎ Curriculum
 - ◎ Outside opportunities
 - ◎ Campus size
 - ◎ DHS-- Enrollment
- 

Results!



Areas for growth



DHS

- ◎ SBAC Math
- ◎ Parent engagement
- ◎ SLO
- ◎ Professional Learning
- ◎ Counseling Department
- ◎ Course offerings*



CMS

- ◎ SBAC Math/ELA
- ◎ Parent engagement
- ◎ SLO
- ◎ Professional Learning
- ◎ Counseling Department
- ◎ Course offerings*
- ◎ Enrollment decrease

Moving forward . . .

Goal 1 -- Pupil Achievement

Increase Math and ELA
SBAC by 20%

Academic support/HALO

Best first instruction/(MTSS)

Formative assessments/data
collection

Interim SBAC testing

Goal 3-- Basic Services

Tech updates

Maintain leases

Resource support -- students
and teachers

New teacher support

Goal 1 -- Pupil Achievement

Teacher collaboration

Four essential questions

SLO

Pathways and course series

Elective opportunities

Reclassify EL

GenEd SpEd collaboration

Goal 4-- Parent Engagement

80% 2 events

Targeted supports to sub -
group families

Parent recognition

School to parent
communication

Think outside the box

Goal 2-- State Standards

Professional learning

Curriculum council

SDAIE strategies

ELD standards all content areas

Goal 5-- Pupil Engagement

Build campus connections

Increase student participation
in non -classroom activities

Student recognition

Know student by name/need

Counseling department
improvements

Campus safety

Mental health/Peer mediators

Thank you!



Any questions?

You can find me at cmabery@rdusd.org

Presentation template by [SlidesCarnival](#); Photographs by [Unsplash](#)



RIO VISTA HIGH SCHOOL

SPSA

GO RAMS!

THE KIDS ARE BACK!!!

GO
RAMS



TURNING RVHS RED



BURNING THE
WORST OF 2020!!

HOLY REGALIA!!!



GO
RAMS



- **51% OF CLASS OF 2021 A-G READY**
- **57% 3.0 GPA+**
- **37% 3.5 GPA+ during varsity athletic season**

SOCIAL EMOTIONAL LEARNING





GO RAMS!!!



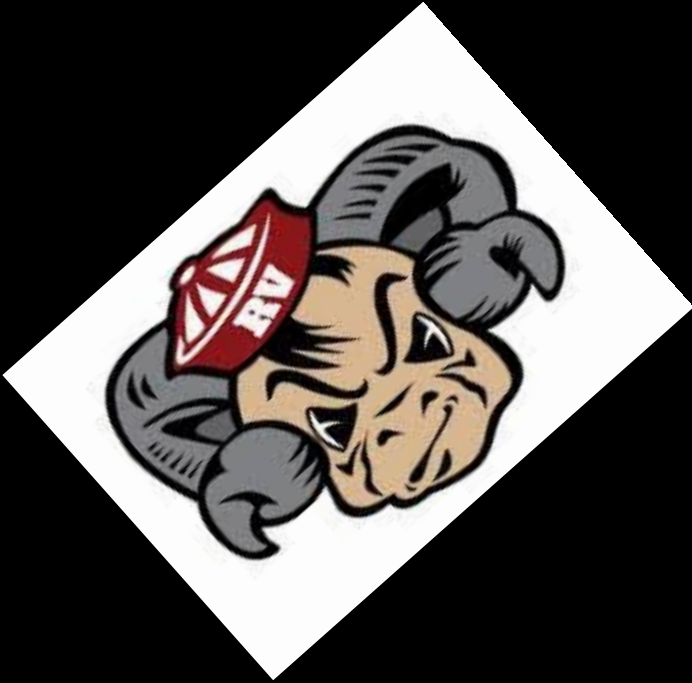
MITIGATING STUDENT LEARNING LOSS



- Summer School Credit Recovery
- Summer Math & ELA Intervention Academies
 - IXL
 - No Red Ink
- Odyssey Period in Master Schedule
- Math & Writing Centers
 - Student tutors
- Academic Resource Center
- Advisory Periods

GO
RAMS

IMPROVE SBAC MATH AND ELA SCORES



RVHS Advisory Periods

- Teacher and students Understand the kind of thinking
- Students Practice with technology
- Teachers utilize performance tasks and scaffold

Go
RAMS

CONTINUE TO ADDRESS SOCIAL EMOTIONAL LEARNING



GO
RAMS

- City of Rio Vista Cares Act & Community Development Block Grant
 - RVHS Social Emotional Learning Plan
 - Phase 1: Intramurals/Open Gym/Weight lifting, and conditioning
 - Phase 2: Social Emotional Counseling
 - Phase 3: Encouraging positive behaviors and actions

BEST KIDS EVER...BEST STAFF EVER GO RAMS!





Mokelumne High School

SPSA 2021-2022

Alternative Education

Graduating Seniors

- ▶ 11 students out 13 Seniors



Credit Recovery

- ▶ Odesseyware Online Program
- ▶ Direct Instruction for Math Intervention and ELD for those who need it.



Addressing Social Emotional

Staff can identify students who are social emotionally at-risk and make referrals when needed.

- Rio Vista CARE
- Counseling Check-ins
- Migrant Ed counselor
- Specialists

English Language Learners

College and Career Ready

- ▶ Guest speakers
- ▶ FAFSA Presentation
- ▶ Support with College Application
- ▶ College Visits
- ▶ Taking a career interest inventory



Mokelumne High School

Credit Recovery

- ▶ Students return to their high school of residence
- ▶ Students complete graduation requirements
- ▶ Students could graduate “early”

Students At-Risk

- ▶ Students who fail to complete their graduation requirements after their fourth year of high school are referred to the Adult Education Program, stay for another year as 5th year high schooler, or return to their high school of residence. The decision is based on student special factors or needs.

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 10.1

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

SUBJECT:

Request to Approve the Minutes From the Regular Meeting of the Board of Trustees on June 8, 2021.

BACKGROUND:

Attached are the Minutes from the Regular meeting of the Board of Trustees on June 8, 2021.

STATUS:

The Board is to review for approval

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Jennifer Gaston, Recorder

COST AND FUNDING SOURCES:

None

RECOMMENDATION:

That the Board approves the Minutes as submitted.

Time allocated: 3 minutes

RIVER DELTA UNIFIED SCHOOL DISTRICT

MINUTES

REGULAR MEETING

June 8, 2021

- 1. Call Open Session to Order** – President Stone called the Open Session of the meeting of the Board of Trustees to order at 5:30 p.m. on June 8, 2021. As the result of the Coronavirus Pandemic (COVID-19), on March 12, 2020, Governor Gavin Newsom issued Executive Order N-25-20. This order includes directives canceling large gatherings. The Executive Order also allows local legislative bodies to hold meetings via conference calls while still satisfying state transparency requirements. The Governor has also issued Executive Order N-33-20, prohibiting people from leaving their homes or places of residence except to access necessary supplies and services or to engage in specified critical infrastructure employment. The health and well-being of our students, staff and community members are the top priority for the Board of Trustee of River Delta Unified School District. To facilitate this process the meeting was held remotely via Zoom Webinar. Access was available to the public to attend with audio and video.

President Stone gave instructions on how the public is to address the Board during Public Comment or on any agendized item.

- 2. Roll Call of Members:**

Jennifer Stone, President
Dan Mahoney, Vice President
Marilyn Riley, Clerk (Attended Closed Session only)
Rafaela Casillas, Member
Marcial Lamera, Member
Wanda Apel, Member
Randall Jelly, Member

Also, present: Katherine Wright, Superintendent and Jennifer Gaston, Recorder.

- 3. Review Closed Session Agenda (see attached agenda)**

- 3.1 Board President Stone announced items on the Closed Session Agenda
- 3.2 Public Comment on Closed Session Agenda Items Only – None to report

- 4. Board President Stone asked for a motion to approve the Closed Session agenda and adjourn the meeting to Closed Session @ 5:31 pm**

Member Lamera moved to approve, *Member Casillas seconded. Motion carried by roll call Vote 6 (Ayes: Mahoney, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays:): 1 (Absent: Riley)*

- 5. Open Session was reconvened at 6:40 pm**

- 5.1 Roll was retaken. Member Riley was absent. All other members were present.

Also, present: Katherine Wright, Superintendent and Jennifer Gaston, Recorder

- 5.2 Pledge of Allegiance was led by Board President Stone

- 6. Report of Action taken, if any, during the Closed Session (Government Code Section 54957.1)**

Board President Stone reported that, during Closed Session, the Board did not take any actions.

- 7. Review and Approve the Open Session Agenda**

Board President Stone asked for a motion to approve the Open Session Agenda.

Member Lamera moved to approve, Member Apel seconded. Motion carried by roll call vote 6 (Ayes: Mahoney, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays:): 1 (Absent: Riley)

- 8. Public Comment:** Ms. Latimer greeted the Board and read the following Public Comments. Mary Ann Ogo, retired teacher, stated that she is worked in the district for 13 years and has retired. She stated that she believes many teachers leave the district for high paying positions and benefits. It is of her opinion that the cost to train and re-train the same open positions from year-to-year puts a strain on the district as well as the teachers who teach the new teacher. She urged the Board to pay the employees a competitive salary. Mary Ann stated that she worked with the best people in the world; they deserve to be compensated accordingly.

Christine Mabery, Principal of Delta High and Clarksburg Middle School, gave a huge shout out to Ken Gaston and his team including Bob Bryant, Terry Gornto and Al Guintu for the absolutely “fantabulous” job

preparing Delta High grounds and the football stadium for graduation. She stated that the stadium looked beautiful because of their hard work and care that they all put in to their job.

9. Reports, Presentations, Information

9.1 Board Member(s) and Superintendent Report(s) and/or Presentation(s) –

9.1.1 Board Members' report(s) Member Lamera reported that he had the opportunity in attending the very first Migrant Education graduation at Walnut Grove Elementary School. They acknowledged the Migrant Ed staff, Nicole Latimer, the counselors from Delta High and Rio Vista High Schools for putting together the amazing celebration. He mentioned that the students have overcome so much, especially dealing with Covid. He stated that they deserved this recognition.

Member Lamera stated that he had the honor by participating in the Delta High School graduation by handing out diplomas. He recognized Principal Mabery, Vice Principal Rose and the staff who made the stadium look fantastic and putting on an in-person ceremony for the graduating class.

Member Lamera addressed the Class of 2021 stating that they have overcome so many obstacles to get to this point during a global pandemic. He stated that he was proud of each and every one of them.

Member Lamera mentioned that he met with staff members from RGM Kramer as well as District staff and fellow Board members to begin the process of reviewing the submittals of architect applications received for the Bond improvements.

Member Stone reported that she attended both promotion ceremonies at Walnut Grove Elementary School and Isleton Elementary School. She participated at the Rio Vista High School Graduation handing out diplomas. She enjoyed seeing the students participate in something normal and loved the streamers at the end of the ceremony. She appreciated all those who made the evening a wonderful experience.

9.1.2 Committee reports

9.1.2.1 Facilities Planning Steering Committee – Jennifer Stone, Board President reported that the committee has not met and there is nothing to report.

9.1.3 Superintendent Wright's report(s) Superintendent Wright reported that she attended promotion and graduation ceremonies. She thanked Ms. Latimer and Mr. Anderson for working with her as a team in attending the ceremonies throughout the District. She congratulated all the students who were honored, their families, the teachers and the staff for their hard work and perseverance during this year.

Superintendent Wright mentioned that it is sad to see some of our District employees move on at the end of the school year. She mentioned that these retirees will be honored at the June 22 Board meeting.

Superintendent Wright noted that she has diligently been reading the thirteen Architect applications submitted to find a firm to plan for the Bond Measure projects. She noted that the plan is hold interviews for the top candidates by the end of the month and to choose an architect or several architects for individual projects. Superintendent Wright noted that this is a timely process taking over an hour for each application and thanked all those who are taking the time to review and rate all of the applications.

Superintendent Wright announced that the District came to an agreement with both labor partners on the Covid MOUs on compensation. She thanked both teams for the healthy discussions and time spent with the process. The MOUs will be posted on the District's website under Human Resources.

She wishes all a safe and healthy summer break.

9.1.3.1 Program Instruction for the 2021-2022 School Year – Katherine Wright, Superintendent was pleased to announce that River Delta will conducting business as usual in the upcoming school year. Starting in the Fall, students will be attending five days a week with the regular bell schedule. The District anticipated the new guidelines should be available soon and will followed. She was appreciative of the patience from staff and families during the school

closures and the Hybrid Learning Model. She stated that it will be exciting to see all the students back on campus in the upcoming school year.

Board President Stone asked if the after-school program would be running the normal hours starting this Fall. Superintendent Wright stated that the After-School Program Coordinator, Lucia Becerra, will be integral part of the reopening plans of the program. However, she hopes that it returns to normal.

Member Jelly asked if the students would be required to wear mask in the upcoming school year. Superintendent Wright stated that at this time, Dr. Kasirye, the Public Health Officer for Sacramento County, said there is a very good possibility that the children would be required to wear masks until vaccinations become available for their age group. They have not made a recommendation for those students who have been vaccinated. The District will be diligent about staying informed on the guidance on this topic.

Member Jelly inquired about the bussing of students. Superintendent Wright reported that the guidance at this time from the Public Health Office states that the buses should have at least two windows open for ventilation and to provide the best distance apart as possible with masks being worn. The Public Health Office does not foresee these guidelines changing any time soon.

Superintendent Wright informed the Board that the lack of drivers will also play into how many students the District will be able to transport.

Superintendent Wright mentioned that Mike Garrison, CIF Commissioner met with the Sacramento County Superintendents. He shared the CIF proposal will be voted on soon. Superintendent Wright will share the proposal when it becomes available for distribution. Katie Ingalls or Noelle Gomes would be more knowledgeable of when the meeting will be held.

9.2 Business Services' Reports and/or Presentations on: Routine Restricted Maintenance; Deferred Maintenance; Maintenance and Operations; Transportation Department; Food Services Department; District Technology; and District Budget – Sharon Silva, Chief Business Officer; Ken Gaston, Director of MOT

9.2.1 Monthly Financial Report – Vina Guzman, Interim Chief Business Officer reported as submitted.

9.2.1.1 May Revise Update, Vina Guzman, Interim Chief Business Officer reported that the May Revise numbers are included in the Budget presentation. Member Mahoney made comment on the increase of Unemployment Insurance. Ms. Guzman responded that our rate was .05% unemployment Insurance, which in the budget equates to approximately \$10,000 to an additional 1.18% which equates to a couple hundred thousand. She stated these increases were due to Covid and most districts are using Covid funds to temporarily pay for the increase; RDUSD has done the same. Ms. Guzman noted that the cost is projected to decrease; however, we do not know how far it will decrease.

9.2.2 Maintenance, Operations & Transportation Update, Ken Gaston, Director of MOT reported that, in addition to the report submitted, he would like to talk about transportation. He stated that three years ago, the district employed ten bus drivers. Next year, if additional drivers are not hired, the district will have four drivers. He noted that the jobs have been posted on Ed-Join, buses have been parked in high traffic areas with a large banner to advertise, and vacancy notices have been printed in newspapers, etc. The District has made inquiries to contract with a third party company such as Michael's Transportation Services. Michael's informed the District that they do not have enough drivers to contract with the district. The shortage of bus drivers plagues all districts nationwide. Unfortunately, Mr. Gaston does not see transportation issue getting better in the upcoming school year. He stated that the students with the most need will be higher on the priority list. Mr. Gaston mentioned that all calls will go out to families with the information regarding transportation, notes will be sent home and notices will be posted on the websites.

9.3 Education Services' and Special Education Reports and/or Presentation(s) - Nicole Latimer, Chief Educational Services Officer and Tom Anderson, Director of Special Education

9.3.1 Educational Services Update – Nicole Latimer, Chief Educational Services Officer provided a presentation of promotions and graduations throughout the district. Ms. Latimer gave a brief description of the Summer Program plans for the Educational Services Department, educational offerings for students and the profession development offerings for teachers. Ms. Latimer provided an update on the Expanded Learning Parent Survey. She reported that 72 families participated in the survey. For the K-6 Summer Bridge, there was 83.6% of those responded thought that the Summer Bridge Program would be beneficial for their child, 10.4% were neutral and 6% thought it would have little to no benefit. For the Math/ELA Academies for secondary students, 86.9% felt it would be beneficial, 7.6% were neutral and 6% thought it would have little to no benefit. Special Education Extended School Year, 83.9% felt it would be beneficial, 12.9% were neutral and 3.2% felt it would have little to no benefit. For the Academic Resource Center (ARC) that is planning to open in the Spring of next school year, 84.4% of the parents thought it would be beneficial for the students, 6.1% were neutral and 4.5% felt it would have little to no benefit. For the Health and Wellness Campaign, 90.7% felt it would be beneficial for students, 7.7% were neutral and 1.5% felt it would have little to no value. Overall, the families were supportive of the programs. Other comments were made by the families that will be helpful moving forward.

9.3.2 Beyond the Bell Presentation – Lucia Becerra, After School Program Supervisor, played a video explaining what the program provided during the 2020-2021 school year. The coordinators from each site gave a description of how they adapted during the Covid-19 pandemic to support the students and families. The Essential Worker Program was very beneficial, valued and needed in the communities.

9.3.3 School Plan for Student Achievement 2021-2022 Presentations: Bates Elementary School; D.H. White Elementary School; Riverview Middle School; and Walnut Grove Elementary School – Site Principals.

During the Single Plan for Student Achievement presentations, each principal described areas of strength and positive outcomes they have had during the current school year. They also spoke of areas that will be targeted for improvement and how they plan on implementing these changes during the 2021-2022 school year. Two highlights that seem to be covered by each site was mitigating learning loss and the Social Emotional well-being of the students. Each plan was reviewed and approved by the school site councils.

9.3.4 Special Education Update – Tom Anderson, Director of Special Education acknowledged the time and efforts that the principals have put into the Single Plan for Student Achievement presented. Mr. Anderson announced that the Special Education Extended School Year started today at D.H. White Elementary and Rio Vista High School. He noted that, although the attendance was low, it tends to increase as the after a few days. Mr. Anderson mentioned that Calvin Pettigrew from Food Services has done a great job for the program and Michael Mimiaga has been working tirelessly trying to provide obtain bus drivers. He appreciates all that they have done.

Mr. Anderson informed the Board that, at the next meeting, he will be presenting SELPA documents as part of a requirement.

9.4 River Delta Unified Teachers Association (RDUTA) Update – Marsha Montgomery, RDUTA President was not in attendance. Ms. Alyson Stiles announced that she is the newly elected RDUTA Board President. Congratulations were given to Ms. Stiles.

9.5 California State Employees Association (CSEA) Chapter #319 Update – Melinda Barkman, CSEA President stated that they made it through another year. She announced that CSEA Chapter #319 has ratified the MOU and plans to set up dates during the summer with Superintendent Wright to complete the regular contract negotiations. Mrs. Barkman thanked all the CSEA members, teachers, district staff for all their hard work this year.

9.6 Public Hearing Regarding the Proposed 2021-2022 LCAP, LCAP Adoption Will Be Held at The Regular June 22, 2021 Board Meeting – 6:30 pm – Katherine Wright, Superintendent

Open Public Hearing: 8:40pm

Public Comments: Superintendent Wright explained that the LCAP is a three-year plan and will go through 2021-2024 stating that revision will be made along the way, as necessary. She asked if there were any comments regarding the first draft of the District's LCAP during the Public Hearing to incorporate for the final draft. Ms. Latimer indicated that there were no Public Comments. Superintendent Wright asked if there was anyone in the audience who would like to provide a comment. There were no comments made. Superintendent Wright stated that the LCAP is a large collaborative effort and, this year, it was especially challenging. She thanked all for their input.

Close Public Hearing: 8:55pm

9.7 Public Hearing Regarding the Proposed 2019-2020 District Budget, Adoption will be held at the Regular June 22, 2021 Board Meeting – 6:30 pm – Vina Guzman, Interim Chief Business Officer

Open Public Hearing: 8:56pm

Public Comments: Ms. Guzman gave an overview of the State Budget Process and the components of the District's Proposed 2021-2022 Budget and the Multi-Year Projections.

Close Public Hearing: 9:17pm

10. Consent Calendar

All matters listed under the Consent Calendar are to be considered routine action and all will be enacted by one motion. There will be no separate discussion of these items unless a member of the Board of Trustees requests that specific items to be removed from the Consent Calendar for separate action. Any items removed will be considered for separate action after the motion to approve the Consent Calendar.

- 10.1 Approve Board Minutes
Regular Meeting of the Board – May 11, 2021
Special Meeting of the Board – May 26, 2021
- 10.2 Receive and Approve Monthly Personnel Report - As of June 8, 2021
- 10.3 District's Monthly Expenditure Report
May 2021
- 10.4 Request to Approve the Food Service Contract Extension with Sodexo for FY 2021-2022 –
Vina Guzman, Interim Chief Business Officer
- 10.5 Request to Approve the Independent Contract for Services Agreement with Sara M. Hall,
M.A., BCBA to Provide Behavior Intervention Assessments and Plans for the 2021-2022 School
Year at a cost not to exceed \$30,000 – Special Educational Funds – Tom Anderson, Director of
Special Education
- 10.6 Request to Approve the Independent Contract for Services Agreement with Hand-in-Hand
Therapeutics for the 2021-2022 School Year at a cost not to exceed \$45,000– Special
Educational Funds – Tom Anderson, Director of Special Education
- 10.7 Request to Approve the Professional Expert Consultation Agreement with Linda Mitchell
For Adapted Physical Education Services for the 2021-2022 School Year at a cost not to
exceed \$1,000 – Special Educational Funds – Tom Anderson, Director of Special Education
- 10.8 Request to Approve the Independent Contract for Services Agreement with Meladee
McCarty to provide Program Specialist Services for the 2021-2022 School Year at a cost not to
exceed \$5,000 – Special Educational Funds – Tom Anderson, Director of Special Education
- 10.9 Request to Approve the Expert Agreement with Hancoch McCarty to Provide Assistive
Technology Services and Assessments for the 2021-2022 School Year at a cost not to exceed
\$10,000 – Special Educational Funds – Tom Anderson, Director of Special Education
- 10.10 Request to Approve the Independent Contract for Services Agreement with Elaine H. Talley,
M.Ed., J.D. to Serve as a Non-bias Facilitator for the 2021-2022 School Year at a cost not to
exceed \$3,000 – Special Educational Funds – Tom Anderson, Director of Special Education
- 10.11 Request the Approval of Bates Elementary School; D.H. White Elementary School; Riverview
Middle School; and Walnut Grove Elementary Schools' Single Plan for Student Achievement for
School Year 2021-2022 as Presented – Site Principals
- 10.12 Request to Approve the 2021-2022 General Agreement for Nonpublic, Nonsectarian
School/Agency (Pristine Rehab Care) to Provide Speech Therapy Services for District

- Students at a cost not to exceed \$240,000 – Special Educational Funds – Tom Anderson, Director of Special Education
- 10.13 Request to Approve the General Agreement for Nonpublic, Nonsectarian School/Agency (Point Quest) for the 2021-2022 School Year at a cost not to exceed \$100,000 – Special Educational Funds – Tom Anderson, Director of Special Education
 - 10.14 Request to Approve the General Agreement for Nonpublic, Nonsectarian School/Agency (Point Quest Instructional Assistant) for the 2021-2022 School Year at a cost not to exceed \$90,000 – Special Educational Funds – Tom Anderson, Director of Special Education
 - 10.15 Request to Approve the General Agreement for Nonpublic, Nonsectarian School/Agency (Kadiant LLC) to Provide Applied Behavior Analysis Therapy and Related Services for the 2021-2022 School Year at a cost not to exceed \$45,000 – Special Educational Funds – Tom Anderson, Director of Special Education
 - 10.16 Request to Approve the General Agreement for Nonpublic, Nonsectarian School/Agency (CCHAT Center) to Provide Deaf and Hard of Hearing Services for District Students for the 2021-2022 School Year at a cost not to exceed \$5,000 – Special Educational Funds – Tom Anderson, Director of Special Education
 - 10.17 Request to Approve the General Agreement for Nonpublic, Nonsectarian School/Agency (Jabbergym, Inc.) to Provide Physical Therapy Services for District Students for the 2021-2022 School Year at a cost not to exceed \$10,000 – Special Educational Funds – Tom Anderson, Director of Special Education
 - 10.18 Request to Approve the Professional Expert Agreement with Jeff Simpson to Provide Speech Therapy Services at a cost not to exceed \$40,000 for the 2021-2022 school year – Special Educational Funds – Tom Anderson, Director of Special Education
 - 10.19 Request to Approve the Allowance of Attendance and Loss of Instructional Minutes Because of Emergency Conditions (Power and Internet Outage) Application to be Filled for All Schools in River Delta Unified School District – Katherine Wright, Superintendent
 - 10.20 Request to approve the Out-of-State travel for two members of the Rio Vista High School's Bass Fishing Team to attend the National and World Competition in South Carolina from June 29 through July 3, 2021 – No Cost to the District – Victoria Turk, Principal
 - 10.21 Request to Approve the Leave of Absence for the 2021-2022 School Year made my Vallerie Upham – Bonnie Kauzlarich, Director of Personnel

Member Lamera moved to approve pulling item 10.11 Approval of Bates Elementary School; D.H. White Elementary School; Riverview Middle School; and Walnut Grove Elementary Schools' Single Plan for Student Achievement for School Year 2021-2022 for discussion and approving all other items, *Member Apel seconded. Motion carried by roll call Vote 6 (Ayes: Mahoney, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays:): 1 (Absent: Riley)*

There are many questions and offerings of feedback and suggestions about the SPSAs, particularly about adding measurable objectives, correcting budget errors, and revisions that would create more cohesiveness and clarity in the documents so that parents and community members can fluently read them.

Member Apel moved to approve all SPSAs with a Fall (September or October) submission of the SPSA revisions and, prior to the submittal of the revised SPSA, a training would be provided on writing measurable goals. *Member Lamera seconded. Motion carried by roll call Vote 6 (Ayes: Mahoney, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays:): 1 (Absent: Riley)*

Action Items -- Individual speakers shall be allowed two minutes to address the Board on any agenda item. The Board may limit the total time for public input on each agenda item to 20 minutes. With Board consent, the Board President may increase or decrease the time allowed for public comment, depending on the topic and the number of persons wishing to be heard and the overall length of the agenda. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323) Anyone may appear at the Board meeting to testify in support of, or in opposition to, any item on this agenda being presented to the Board for consideration.

11. Request to Approve the Second and Final Reading of the Updated or New Board Policies, Administrative Regulations or Exhibits Due to New Legislation or Mandated Language and Citations Revisions as of March 2021 – Katherine Wright, Superintendent

Member Mahoney moved to approve, *Member Apel seconded. Motion carried by roll call Vote 6 (Ayes: Mahoney, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays:): 1 (Absent: Riley)*

12. Request to Approve the “Declaration of Need” for Fully Qualified Educators” for the 2021-2022 School Year – Katherine Wright, Superintendent
 Member Mahoney moved to approve, *Member Lamera seconded. Motion carried by roll call*
Vote 6 (Ayes: Mahoney, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays:): 1 (Absent: Riley)
13. Request to Approve Dedication and Naming of the Fitness and Wellness Center at Rio Vista High School – Fitness and Wellness Center – In Memory of Elizabeth McCormack – Victoria Turk, Rio Vista High School Principal
 Member Lamera moved to approve, *Member Mahoney seconded. Motion carried by roll call*
Vote 6 (Ayes: Mahoney, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays:): 1 (Absent: Riley)
14. Request to Approve Resolution #815 Beginning July 1, 2021 Authorizing Designees to Sign Contracts and Authorization to Sign Change Orders to Katherine Wright, Superintendent; Tammy Busch, Chief Business Officer; Jennifer Stone, Board Member; Dan Mahoney, Board Member and Marilyn Riley, Board Member – Katherine Wright, Superintendent
 Member Mahoney moved to approve, *Member Apel seconded. Motion carried by roll call*
Vote 6 (Ayes: Mahoney, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays:): 1 (Absent: Riley)
15. Request to Approve Resolution #816 Beginning July 1, 2021 Authorizing Designees to Sign District Payroll Orders and Request for Payments to Vendors to Katherine Wright, Superintendent, and Tammy Busch, Chief Business Officer – Katherine Wright, Superintendent
 Member Mahoney moved to approve, *Member Casillas seconded. Motion carried by roll call*
Vote 6 (Ayes: Mahoney, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays:): 1 (Absent: Riley)
16. Request to Approve Resolution #817 Beginning July 1, 2021 Identifying District Representatives Authorized to Execute Documents Related to Construction to Katherine Wright, Superintendent, and Tammy Busch, Chief Business Officer and Ken Gaston, Director of Maintenance, Operations and Transportation – Katherine Wright, Superintendent
 Member Jelly moved to approve, *Member Apel seconded. Motion carried by roll call*
Vote 6 (Ayes: Mahoney, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays:): 1 (Absent: Riley)
17. Request to Approve Resolution #818 Beginning July 1, 2021 Authorizing Delegation of Power to Contract to Katherine Wright, Superintendent and Tammy Busch, Chief Business Officer – Katherine Wright, Superintendent
 Member Lamera moved to approve, *Member Casillas seconded. Motion carried by roll call*
Vote 6 (Ayes: Mahoney, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays:): 1 (Absent: Riley)
18. Request to Approve the Job Description School Social Worker - Tom Anderson, Director of Special Education and Nicole Latimer, Chief Educational Services Officer
 Member Apel moved to approve, *Member Lamera seconded. Motion carried by roll call*
Vote 6 (Ayes: Mahoney, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays:): 1 (Absent: Riley)
19. Re-Adjourn to continue Closed Session, if needed – Board President Stone reported that re-adjourning to Closed Session was not necessary.
20. Report of Action taken, if any, during continued Closed Session (Government Code Section 54957.1) Board President Stone reported Closed Session was not necessary – no actions to report.
21. Adjournment: With no further business before the Board, Board President Stone asked for a motion to adjourn.
 Member Lamera moved to approve, *Member Casillas seconded. Motion carried by roll call*
Vote 6 (Ayes: Mahoney, Casillas, Lamera, Apel, Jelly, Stone): 0 (Nays:): 1 (Absent: Riley)

The meeting was adjourned at 10:39 pm

Submitted:

Approved:

 Katherine Wright, Superintendent and
 Secretary to the Board of Trustees

 Jennifer Stone, President, Board of Trustees

By: Jennifer Gaston, Recorder
 End

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Bonnie Kauzlarich, Director of Personnel

Item Number: 10.2

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

SUBJECT:

Request to Approve the Monthly Personnel Transaction Report

BACKGROUND:

STATUS:

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the Monthly Personnel Transaction Report as submitted

Time allocated: 2 minutes

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Nicole Latimer, Chief Educational Services Officer

Item Number: 10.3

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

SUBJECT:

Request to Approve the Isleton Elementary School; Clarksburg Middle School; Delta High School; Rio Vista High School and Mokelumne High School's Single Plans for Student Achievement for the 2021-2022 School Year

BACKGROUND:

The SPSA's describe goals and actions supported with Title I and Local Control Funding Formula (LCFF) dollars to increase student achievement, promote positive school climate, increase parent involvement and provide supplemental programs to accelerate student achievement. These goals align with the River Delta Unified School District Local Control and Accountability Plan (LCAP). State and Federal funds are allocated based on the numbers of students eligible for free or reduced lunch, English Learners, and foster youth.

Isleton Elementary School, Clarksburg Middle School, Delta High School, Rio Vista High School and Mokelumne High School, and have met with their School Site Councils (SSC) and the SSC have approved the attached plans. The plans are now being submitted to the RUDSD Board of Trustees for approval.

STATUS:

Educational Services has reviewed Delta High, Rio Vista High, Mokelumne High, Clarksburg Middle and Isleton Elementary Schools SPSAs and recommends them for Board approval.

PRESENTER: Nicole Latimer, Chief Educational Services Officer

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 submitted.

Time allocated: 5 minutes



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Isleton Elementary School	34674136033666	06/14/21	06/22/2021

Purpose and Description

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

Schoolwide Program

Isleton's Site Plan for Student Achievement is a schoolwide program plan.

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.

Annually Isleton Elementary School staff, parents, ELAC and PTA members are involved in the process of giving input to the site council in regards to the Single Plan for Student Achievement (SPSA). The council takes the feedback very seriously when creating goals, budgets and action items in the SPSA. A needs assessment is also done annually, using a variety of assessment data, parent survey results, stakeholder feedback, and the California Dashboard Indicators.

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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 SPSA Annual Review and Update is an ongoing cycle of improvement. The site council began meeting in September 2020 and met throughout the year to review and update the school plan. Once the site council initially reviewed and the site plan, staff and parents provided input through formal and informal processes. These processes include taking stakeholder feedback at Tiger Talk Breakfast, ELAC meetings, and School Site Council meetings in order to ensure that the needs of our students are being met. In the spring the Principal reviewed the district LCAP goals, needs assessments, and look at assessment data like SBAC scores, ELPAC scores and CA Dashboard Data with the Site Council and the group provided input. We also completed a year-end assessment on goals and actions for the school site as well as budget priorities for the upcoming 2021-2022 school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.63%	0.63%	0.63%	1	1	1
African American	0.63%	0.63%	1.27%	1	1	2
Asian	0.63%	%	0%	1		0
Filipino	0.63%	0.63%	0.63%	1	1	1
Hispanic/Latino	56.25%	60.76%	62.66%	90	96	99
Pacific Islander	%	%	0%			0
White	36.88%	34.18%	31.01%	59	54	49
Two or More Responses	3.75%	3.16%	3.8%	6	5	6
Not Reported	0.63%	%	0%	1		0
Total Enrollment				160	158	158

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	21	24	24
Grade 1	23	21	24
Grade 2	22	22	19
Grade3	18	20	24
Grade 4	20	23	22
Grade 5	26	17	25
Grade 6	30	31	20
Total Enrollment	160	158	158

Conclusions based on this data:

1. Enrollment numbers at Isleton Elementary have been consistent over the past 3 years. Please keep in mind that these numbers do not include the preschool students, the preschool is located on Isleton campus and usually has 24 students enrolled in the program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	43	37	39	26.9%	23.4%	24.7%
Fluent English Proficient (FEP)	22	38	30	13.8%	24.1%	19.0%
Reclassified Fluent English Proficient (RFEP)	12	21	6	20.3%	48.8%	16.2%

Conclusions based on this data:

1. Our English Language Learner numbers have decreased over the years.
2. In 2019-2020 the criteria for reclassification changed from needing a 3 to qualify for reclassification to needing a 4 on the ELPAC to qualify for reclassification. With the change in criteria the Isleton staff is dedicated to providing quality Integrated ELD supports in the classroom as well providing high level Designated supports through their ELD teacher.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17	19	21	15	16	20	15	16	20	88.2	84.2	95.2
Grade 4	28	23	24	27	22	22	27	22	22	96.4	95.7	91.7
Grade 5	27	26	18	27	25	18	27	25	18	100	96.2	100
Grade 6	23	29	32	22	29	30	22	29	30	95.7	100	93.8
All	95	97	95	91	92	90	91	92	90	95.8	94.8	94.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2467.	2432.	2440.	40.00	6.25	15.00	26.67	50.00	35.00	20.00	31.25	40.00	13.33	12.50	10.00
Grade 4	2465.	2461.	2476.	18.52	22.73	31.82	37.04	18.18	27.27	18.52	22.73	22.73	25.93	36.36	18.18
Grade 5	2545.	2537.	2525.	29.63	20.00	22.22	40.74	56.00	38.89	25.93	16.00	27.78	3.70	8.00	11.11
Grade 6	2528.	2598.	2571.	18.18	34.48	20.00	36.36	51.72	60.00	22.73	13.79	16.67	22.73	0.00	3.33
All Grades	N/A	N/A	N/A	25.27	22.83	22.22	36.26	44.57	42.22	21.98	19.57	25.56	16.48	13.04	10.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.67	12.50	35.00	46.67	62.50	50.00	26.67	25.00	15.00
Grade 4	14.81	22.73	13.64	59.26	40.91	68.18	25.93	36.36	18.18
Grade 5	29.63	32.00	27.78	62.96	48.00	55.56	7.41	20.00	16.67
Grade 6	13.64	31.03	30.00	50.00	58.62	50.00	36.36	10.34	20.00
All Grades	20.88	26.09	26.67	56.04	52.17	55.56	23.08	21.74	17.78

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.33	31.25	15.00	33.33	56.25	70.00	13.33	12.50	15.00
Grade 4	29.63	18.18	13.64	55.56	50.00	68.18	14.81	31.82	18.18
Grade 5	44.44	48.00	22.22	51.85	44.00	72.22	3.70	8.00	5.56
Grade 6	36.36	44.83	40.00	45.45	55.17	60.00	18.18	0.00	0.00
All Grades	39.56	36.96	24.44	48.35	51.09	66.67	12.09	11.96	8.89

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.67	12.50	15.00	60.00	68.75	80.00	13.33	18.75	5.00
Grade 4	18.52	13.64	18.18	62.96	72.73	68.18	18.52	13.64	13.64
Grade 5	14.81	12.00	11.11	81.48	80.00	83.33	3.70	8.00	5.56
Grade 6	27.27	31.03	10.00	54.55	65.52	83.33	18.18	3.45	6.67
All Grades	20.88	18.48	13.33	65.93	71.74	78.89	13.19	9.78	7.78

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.33	6.25	25.00	46.67	87.50	60.00	0.00	6.25	15.00
Grade 4	29.63	27.27	36.36	48.15	54.55	45.45	22.22	18.18	18.18
Grade 5	44.44	36.00	27.78	44.44	56.00	66.67	11.11	8.00	5.56
Grade 6	31.82	62.07	26.67	54.55	37.93	70.00	13.64	0.00	3.33
All Grades	38.46	36.96	28.89	48.35	55.43	61.11	13.19	7.61	10.00

Conclusions based on this data:

1. We have on average 65% of our students that score at or above standard in Language Arts.
2. We have reduced the percentage of students who have scored below standard in all categories reading, writing, listening, and inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17	19	21	15	16	20	15	16	20	88.2	84.2	95.2
Grade 4	28	23	24	27	22	22	27	22	22	96.4	95.7	91.7
Grade 5	27	26	18	27	25	18	27	25	18	100	96.2	100
Grade 6	23	29	32	22	29	30	22	29	30	95.7	100	93.8
All	95	97	95	91	92	90	91	92	90	95.8	94.8	94.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2453.	2419.	2436.	20.00	18.75	5.00	53.33	31.25	60.00	13.33	25.00	15.00	13.33	25.00	20.00
Grade 4	2461.	2462.	2490.	11.11	9.09	18.18	25.93	22.73	40.91	48.15	45.45	27.27	14.81	22.73	13.64
Grade 5	2571.	2553.	2543.	51.85	36.00	22.22	22.22	32.00	44.44	18.52	24.00	27.78	7.41	8.00	5.56
Grade 6	2529.	2591.	2562.	27.27	37.93	16.67	9.09	34.48	40.00	36.36	17.24	36.67	27.27	10.34	6.67
All Grades	N/A	N/A	N/A	28.57	27.17	15.56	25.27	30.43	45.56	30.77	27.17	27.78	15.38	15.22	11.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.67	37.50	35.00	53.33	18.75	40.00	20.00	43.75	25.00
Grade 4	18.52	27.27	31.82	48.15	18.18	40.91	33.33	54.55	27.27
Grade 5	74.07	44.00	38.89	18.52	44.00	50.00	7.41	12.00	11.11
Grade 6	31.82	37.93	40.00	18.18	55.17	40.00	50.00	6.90	20.00
All Grades	39.56	36.96	36.67	32.97	36.96	42.22	27.47	26.09	21.11

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.00	31.25	10.00	40.00	43.75	75.00	20.00	25.00	15.00
Grade 4	18.52	18.18	27.27	59.26	50.00	59.09	22.22	31.82	13.64
Grade 5	40.74	28.00	33.33	37.04	64.00	55.56	22.22	8.00	11.11
Grade 6	27.27	41.38	26.67	45.45	48.28	63.33	27.27	10.34	10.00
All Grades	30.77	30.43	24.44	46.15	52.17	63.33	23.08	17.39	12.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.00	25.00	20.00	53.33	50.00	60.00	6.67	25.00	20.00
Grade 4	18.52	13.64	31.82	59.26	59.09	50.00	22.22	27.27	18.18
Grade 5	37.04	40.00	22.22	51.85	52.00	55.56	11.11	8.00	22.22
Grade 6	18.18	37.93	16.67	50.00	44.83	70.00	31.82	17.24	13.33
All Grades	27.47	30.43	22.22	53.85	51.09	60.00	18.68	18.48	17.78

Conclusions based on this data:

1. The percentage of students that have scored at or above grade level has increased over the past 3 years, and approximately 58 percent of our students score at or above grade level in math.
2. The percentage of students who score in the below standard level has decreased every year in all categories.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	1423.4	*	1430.6	*	1406.4	*	14
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	5
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	5
Grade 6	*	*	*	*	*	*	*	*
All Grades							34	34

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	21.43	*	35.71	*	28.57		14.29	*	14
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
3		*		*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
5	*	*		*		*	*	*	*	*
6	*	*	*	*		*		*	*	*
All Grades	47.06	11.76	*	44.12	*	32.35	*	11.76	34	34

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	28.57		35.71	*	21.43		14.29	*	14
1	*	*	*	*		*		*	*	*
2	*	*	*	*	*	*		*	*	*
3		*	*	*		*	*	*	*	*
4		*	*	*		*	*	*	*	*
5	*	*		*		*	*	*	*	*
6	*	*	*	*		*		*	*	*
All Grades	55.88	23.53	*	38.24	*	26.47	*	11.76	34	34

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	21.43	*	21.43	*	42.86		14.29	*	14
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
4		*	*	*	*	*	*	*	*	*
5		*	*	*		*	*	*	*	*
6		*	*	*	*	*	*	*	*	*
All Grades	35.29	8.82	*	23.53	*	55.88	*	11.76	34	34

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	28.57	*	64.29		7.14	*	14	
All Grades	55.88	20.59	41.18	64.71	*	14.71	34	34	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	21.43	*	64.29	*	14.29	*	14	
2	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
All Grades	55.88	38.24	*	50.00	*	11.76	34	34	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	71.43		14.29	*	14
2	*	*	*	*	*	*	*	*
All Grades	32.35	8.82	44.12	76.47	*	14.71	34	34

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	35.71	*	28.57		35.71	*	14
All Grades	44.12	17.65	50.00	58.82	*	23.53	34	34

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
158	72.2	23.4	0.6

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	23.4
Foster Youth	1	0.6
Homeless	14	8.9
Socioeconomically Disadvantaged	114	72.2
Students with Disabilities	15	9.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.6
American Indian	1	0.6
Filipino	1	0.6
Hispanic	96	60.8
Two or More Races	5	3.2
White	54	34.2





Conclusions based on this data:

1. Our 2 highest subgroups of students are socioeconomically disadvantaged and English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 508 368 535">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="768 508 852 535">Orange</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1255 508 1326 535">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 705 368 732">Green</p>		

Conclusions based on this data:

1. We have a high rate of chronic absenteeism and we need goals in the SPSA to address this issue.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 18.9 points above standard Declined -13.9 points 84	<p>English Learners</p>  Yellow 8.9 points above standard Declined -7.2 points 40	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Socioeconomically Disadvantaged</p>  Green 11.3 points above standard Declined -7.3 points 62	<p>Students with Disabilities</p>  No Performance Color 43 points below standard Declined Significantly -18.9 points 11

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.8 points above standard Declined -3.3 points 51	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 37.9 points above standard Declined Significantly -28.5 points 28

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
45.7 points below standard Declined -10 points 14	38.3 points above standard Declined -11.5 points 26	27.4 points above standard Declined Significantly -18.7 points 42

Conclusions based on this data:

- Although 66% of our students scored at or above grade level standards on the CAASPP ELA test we want to work on closing the gap in a few subsections.

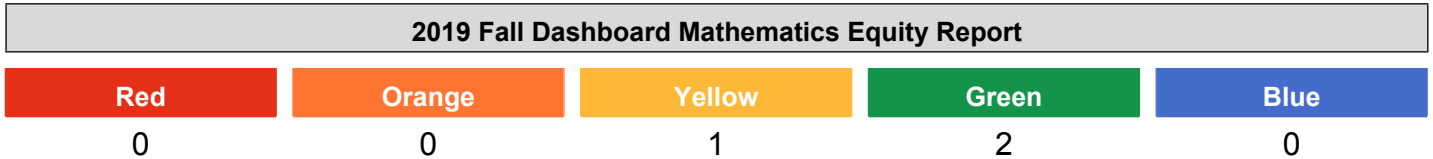
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>9.3 points above standard</p> <p>Declined -5.3 points</p> <p>84</p>	<p>English Learners</p>  <p>Green</p> <p>2.9 points above standard</p> <p>Increased ++3.5 points</p> <p>40</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>3 points below standard</p> <p>Maintained -0.7 points</p> <p>62</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>47.1 points below standard</p> <p>Increased ++7.8 points</p> <p>11</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	Two or More Races	Pacific Islander	White
 Green 2 points above standard Increased ++3.6 points 51	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color 13.8 points above standard Declined Significantly -21.4 points 28

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
30.4 points below standard Increased Significantly ++27.7 points 14	20.7 points above standard Declined Significantly -15.1 points 26	14.4 points above standard Declined -11.9 points 42

Conclusions based on this data:

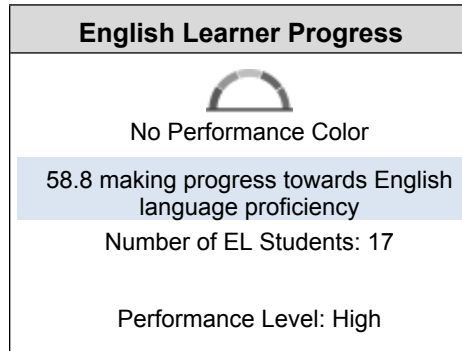
1. Our English Learner population shows great growth in their math scores.
2. Reclassified students are scoring higher than English Learning and English Only students

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.6	23.5		58.8

Conclusions based on this data:

1. We have a large number of students that are progressing up a level on the ELPAC exam.

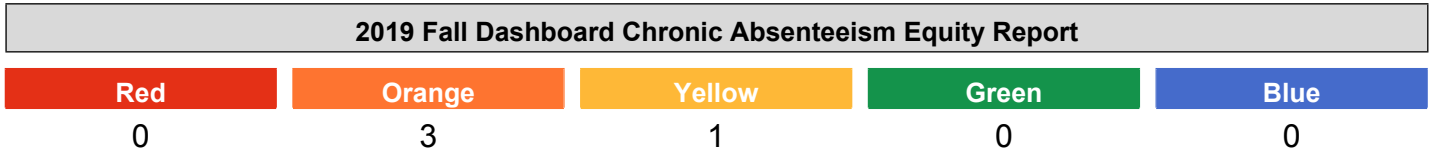
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 14.6 Increased +0.6 171	<p>English Learners</p>  Orange 7.5 Increased +5.5 53	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color 42.1 Increased +25.4 19	<p>Socioeconomically Disadvantaged</p>  Yellow 13.4 Declined -1.7 127	<p>Students with Disabilities</p>  No Performance Color 29.4 Declined -9.5 17

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.9 Increased +3.7 101	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 18.6 Increased +0.9 59

Conclusions based on this data:

1. We have to address chronic absenteeism in all of our schools sub groups.
2. There is a small decrease in the amount of students in our socioeconomically disadvantaged students.

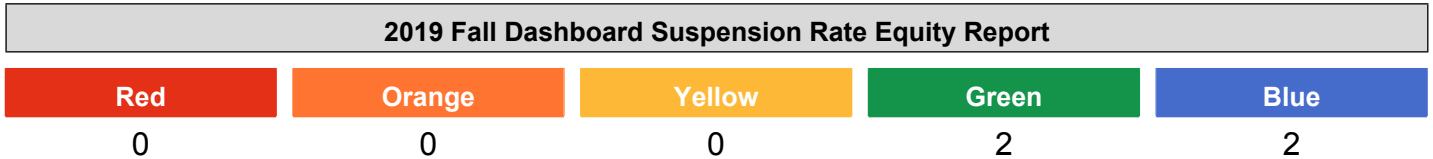
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.6</p> <p>Declined -0.6</p> <p>175</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>53</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>19</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.8</p> <p>Declined -0.7</p> <p>131</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -5</p> <p>17</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 1		 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #e0f0ff; padding: 5px; text-align: center;">1</div> Maintained 0 103	 No Performance Color Less than 11 Students - Data 8		 Blue <div style="background-color: #e0f0ff; padding: 5px; text-align: center;">0</div> Declined -1.6 61

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	0.6

Conclusions based on this data:

1. Our restorative practices that we have put in place are working on campus.
2. Our social emotional learning lessons, character education awards, campus counselors, and teachers have made an impact on positive school campus culture.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clean, Safe and Mentally Stimulating Learning Environment

LEA/LCAP Goal

State Priorities:

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.

Goal 1

To provide all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

The staff of Isleton Elementary School is dedicated to providing a clean, safe, and mentally stimulating learning environment where students feel physically, emotionally, and mentally safe taking on academic challenges and feel courageous enough to address others in an appropriate and progressive manner about their positive and negative choices. We are also dedicated to conducting ourselves as professionals in our daily interactions with our students and with each other especially during crucial collaboration meetings. A clean, safe, and mentally stimulating environment provides more student instructional time in the classroom, to increase student achievement. Isleton Elementary School will provide an environment where all teachers are highly qualified.

Identified Need

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

MAP, SARC information

board approved textbooks and ancillary materials Data Wall intervention

site council agendas and meeting notes facilities walk-throughs

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

Prior to the start of school, teacher/admin conduct inventory of school resources and analysis of technology needs get input from students, parents, teachers, staff and other community stakeholders

do principal observations

conduct safety walk-throughs with custodian, admin and safety committee purchase replacement/upgrade items in order of priority

Strategy:

in coordination with the district office, Isleton Elementary will maintain 100% NCLB highly qualified teachers

in coordination with the district office, Isleton Elementary will have appropriate textbooks, technology, equipment, facilities and materials to support student learning

in coordination with the district office, Isleton Elementary 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?

Isleton Elementary has a safe and clean campus and a very responsive custodial and maintenance staff that responds quickly to work order requests. There are minor facilities issues that need addressing due to regular wear and tear, which includes replacement playground equipment, water fountain replacement and lighting.

Technology is an area for continuous improvement and support. One staff member computer and one ELMO has had to be replaced every year for the last two years; there will be more in the future as well as projectors, Elmo's that will also need replacement due to age and use. Data Path is providing an analysis of needs for site council to review and prioritize replacement/upgrades. Teachers are also building on their knowledge of how to integrate technology into the classroom, which will potentially mean more auxiliary equipment items such as Smart Boards to the classroom.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Facility Needs

Task:

As facility needs arise, teachers/staff will inform the custodian and/or principal. The Principal will make a work order for the Maintenance and Operations department. The Principal will keep a record of needed improvements that are requested. Custodians will inform M & O and principal of regular facility maintenance needed. Perform quarterly Walk Throughs with Safety Committee to look at Facility Needs/Concerns maintain inventory of technology monthly fire drills evacuation plans posted in every room evacuation drills

Measures:

work orders placed
communication with M&O

People Assigned:

Custodian
Teachers/Staff
Principal
M & O staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Curricular Needs

Task:
 Staff will inform the principal of curricular needs to ensure that all students have the appropriate materials. The Principal will contact the DO or order any needed curriculum for the students. At the end of each year, an inventory of curriculum will be done in order to request adequate materials from the DO.

Measures:
 Teacher Communication Communication with District Office
 Teachers will have the appropriate amounts of materials, supplies and technology needed for instruction Students will have the necessary amounts of materials, supplies and technology needed for instruction

People Assigned:
 district office
 personnel
 principal
 teachers
 office staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Strategy/Activity:
 Task:
 Form a Safety Committee of parent, staff and principal.

Schedule and conduct one meeting per semester with the school Safety Committee, to meet after site council.

Revise elements of the RDUSD safety plan as needed that pertain to IES.

Maintain and monitor security cameras purchased through site funds.

Investigate additional areas for security cameras to be installed, if beneficial.

Collaborate with the staff about the success of the monthly drills and how the procedures can be improved.

Conduct school wide "Safety Audit" with M & O, share "Safety Audit" findings with district, school and community and implement audit recommendations.

Participate in district purchase of Catapult, internal threat alert system, and train staff. Train Isleton staff on the Standard Response Procedures: evacuate, shelter, lockdown and lockout. Conduct regularly scheduled fire drills, earthquake drills, intruder drills.

Measures:

Revised Safety and Emergency Preparedness Plan Agendas

Minutes & Sign-in sheets from the Safety Committee and training meetings

Notes from monthly drill collaboration

"Safety Audit" results

People Assigned:

Director of Facilities/Director of Maintenance

Principal

Teachers

Parents

Community Members and pertinent resources such as emergency responders.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,100.00

Discretionary

Security Camera Contract

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Update Technology

Task:

Perform site analysis to update technology - projectors, Elmo's, printers, staff computers purchase items to ensure all classrooms are 100% updated and operating properly.

Measures:

site tech plan
inventory of technology on campus
service tickets to Data Path

People Assigned:

district IT staff
principal
secretary
district purchasing
maintenance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,900.00

Source(s)

Discretionary

Tech Hardware for Staff/Site

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Implement Common Core State Standards

LEA/LCAP Goal

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.

Goal 2

100% Isleton teachers will fully implement Common Core State Standards and Instructional strategies in ELA and Math, Next Generation Science standards, English language development, history/ social science, visual and performing arts, health education and physical education standards.

Identified Need

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

We have district adopted and provided curriculum and supplementary materials that are aligned with CCSS in ELA and Math, NGSS, ELD and Social Studies. Currently, staff uses the following data:

MAP benchmark data
Data Wall meetings

SBAC data

ELPAC data

formative assessments

summative assessments

PLC time

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

The Principal and teachers will look at the MAP data taken over the course of the 2020-21 school year. Students who do not score Meets or Exceeds Standards on the test will be identified and their progress examined during "Data Wall" discussions throughout the first semester of the 2021-22 school year. Schoolwide trends will be identified and addressed through PLC time. Results will also be reviewed with parents during parent conferences held in the fall of 2021. Students who fall significantly below expected learning levels will have a Study Team convened to discuss how to provide supports for developing an individualized program for the student.

Strategy:

Provide quality professional development to teachers in the areas of NGSS, CCSS strategies including close reading and academic language development

PLC time dedicated to teachers supporting teachers on growth goals, targeted PD and support through peer observations, strategy sharing

Conduct walk throughs and instructional rounds
Purchase supporting instructional materials

What did the analysis of the data reveal that led you to this goal?
Currently, teachers feel more comfortable with the standards and we are seeing increased achievement each year CCSS has been in place. They have received ELD Framework Training to help support effective strategies for all learners, including academic language development and close reading. This has supported teachers with providing CCSS aligned curriculum, and in the past Isleton Elementary has performed above state averages in both ELA and math. However, staff continues to work to close the achievement gap.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

NGSS/CCSS Professional Development

Task:

Teachers will be provided professional development/training in the NGSS and ELA/math integration.

Teachers will utilize materials, resources, and strategies from the NGSS

Teachers will collaborate throughout the year on NGSS implementation, which may include observations and planning time.

Measures:

Agendas/Resources from science/English Language Arts/math

Agendas/Resources from NGSS training

Classroom Walkthroughs/Observations

Teacher absence sheets and records of Purchase Orders for conference attendance.

Student work

People Assigned:

Teachers/Staff

Principal

District staff

NGSS trainer

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Mathematics/ELA Curriculum

Task:

Schedule and abide by recommended instructional minutes (90 minutes/day based on the EPCs) for mathematics and ELA

k-6 math teachers meet regularly, first to establish cross grade goals, then to monitor over time and engage such things as PD opportunities, classroom observations and collaboration time to meet goals

Post daily agendas and daily coverage of Mathematics content standards in all classroom.

Implement daily practice of test taking formats using Expressions materials and adopted ELA curriculum

Daily implementation of all purchased components of CA. Math and ELA curriculum

Identify the intervention assignment for each student when appropriate

Measures:

CAASPP (SBAC) scores

Daily Schedules of each grade level reflecting fidelity to providing Mathematics instruction

Specialized instruction and intervention

Lesson Plans reflecting commitment to the implementation of the adopted Core Curriculum

Teacher Observations/"Walk Thrus"

Textbooks and Teacher Resources

Inventory Analysis

Posted Common Core content standards & daily agendas in all classrooms showing deliberate purpose of providing standards-based instruction

meeting agendas

Meeting notes & sign-in sheets

Pictures of the Data Wall cards and their movement over time to show student achievement progress

People Assigned:

Teachers

Support Staff

Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

CCSS Supplemental Materials

Task:

Teachers will use district or site funded supplemental materials for the purpose of implementing Common Core standards and enhancing instruction, including but not limited to high interest reading materials, realia, and math support items.
 Purchase supplemental Language Arts, Spelling and/or Phonics consumables for enhancing the grammar and spelling instruction and practice

Measures:

- Lesson Plans
- Classroom Walkthroughs/Observations
- Student Work
- Computer Lab/Keyboarding Schedule

People Assigned:

- District Personnel
- Teachers/Staff
- Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I Part A: Basic Grants Low-Income and Neglected Educational Software
500.00	Site Supplemental & Concentration Phonics Consumables

1,500.00	Site Supplemental & Concentration Intervention Materials
350.00	Site Supplemental & Concentration Educational Software
1,200	Title I Part A: Basic Grants Low-Income and Neglected NewsELA subscription
300.00	Lottery: Unrestricted NewaELA Subscription

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

NGSS Implementation

Task:
 School wide schedule will reflect science period aligned with NGSS standards
 All teachers will teach required science standards
 Teachers will use GLAD and other effective strategies within science, including arts and technology integration
 Provide alternate activities for acquiring and mastering science standards (field trips, assemblies).
 Non-fiction Science texts will be used during ELA instruction
 Teachers will be provided budget to purchase STEM materials to support new standard implementation
 Teachers science adoption curriculum and materials

Measures:
 lesson plans walkthroughs
 POs from materials purchased
 Staff meeting notes from collaboration time
 Assessment scores

People Assigned:
 Teachers/ Staff
 Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000.00

Title I Part A: Basic Grants Low-Income and Neglected

NGSS/Math supplemental materials

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

State Priorities:

3 - Parent Involvement

LCAP Goal:

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

Goal 3

Promote increased parent involvement and engagement. Engage local community in the decision-making process and the educational programs of students. Increase parent engagement by 10% as evidenced by PTA, ELAC, parent learning opportunities, school events, and classroom volunteering.

Identified Need

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

Parent surveys

Activity logs and sign in sheets associated with school related programs

Record of parent sponsored activities

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

The School Site Council will meet regularly and at least one half of the members of the Council will be parents of students attending the school.

The Principal will attend PTA meetings and provide information to assist in their decision making process.

A record of monthly newsletters and flyers that go home will be maintained.

Sign in sheets for various activities such as Donuts for Dads, Muffins for Moms, Family Game Nights and Back to School Night will be maintained.

The district or school will conduct a yearly survey asking for input from parents on services that the school provides and principal will review to make changes.

Strategy:

increased two-way communication through newsletters, phone calls, fliers

increased principal involvement in PTA, ELAC and school site council - reaching out to all parents

identifying best practices for Isleton Elementary (i.e. communication) and following up regularly with stakeholders to improve

continue to employ bilingual parent liaison 15 hours a week to coordinate parent volunteers, provide translation, help coordinate school events, and support teachers in communicating directly with families.

Continue communication with parents through Isleton Facebook page alongside continuously updating school website to ensure parents are getting up to date information

continue to build partnership with local agencies, including Adult Ed, First 5, and others to provide quality learning opportunities for parents

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

Parents are in general very satisfied with the level of care and support their children receive at school. However, more effort needs to be made to increase communication between home and school

more parent learning opportunities are needed, for both English and Spanish-speaking parents, including but not limited to:

CCSS math

college and career readiness

STEM

parenting classes

family learning field trips

family health

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

ELAC/ Supporting English Learner Parents

Task:

Inform the parent of the opportunities for involvement and the importance and implications that parent involvement has on student achievement. Emphasize the importance of regular school attendance and inform the parents of the criteria and procedures for short-term independent study agreements.

Review the English Learner placement procedures, program option, and exit criteria with the parents.

Explain the contents of the ELPAC and clearly communicate the testing schedule with their parents.

Seek advice for the development of the Single Plan for Student Achievement (SPSA).

Elect one representative to attend the DELAC/DAC/PI meetings.

Encourage parents to complete the school surveys

Review the results of the surveys and seek advice from the communicated results.

Provide a translator for all meetings and communications home

Provide bi-lingual monthly newsletters, announcements, and phone tree announcements

Work with Adult Ed and other agencies to provide educational opportunities for parents to bridge the gap between home and school

Send team of parents to local CAFE and support parents attending statewide conference if available

Measures:

- Meeting announcement flyers
- Meeting sign-in sheets
- Record of parent involvement (events' helpers)
- ELAC meeting handouts
- School Messenger phone logs
- Family surveys
- Translated documents

People Assigned:

- English Language Development (ELD) teacher
- Parents
- Students
- Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
450.00	Lottery: Unrestricted ELAC meeting refreshments
800.00	Title I Part A: Basic Grants Low-Income and Neglected Parent CABE conference

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Family Literacy Opportunities

Task:

- Utilize monthly newsletter, Facebook posts, individual calls and School Messenger calls to increase two-way communication
- In conjunction with the County Library, sponsor a minimum of one Family Literacy Night at the school each semester
- Staff will plan math nights support parent understanding of CCSS
- Quarterly parent learning opportunities
- Donuts for Dads, Muffins for Moms and other events
- Empower parents as partners, including First 5, library, and ASP collaboration

Measures:

Measures: Sign In Sheets
Parent and staff feedback
Parent surveys

People Assigned:

Principal
Parents
Students
Teachers
Community

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,025.00	Title I Part A: Basic Grants Low-Income and Neglected Parent Literacy
375.00	Discretionary Parent Nights Incentives
641.00	Site Supplemental & Concentration Parent Nights Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Communication and Outreach

Task:

provide dependable two-way communication between school and home
provide translation for all events and monthly newsletters
monthly Tiger Talk breakfast or coffee with parents
Attend all ELAC and PTA meetings and bring back information to staff to ensure complete communication
Use Remind, School Messenger and Facebook
Continue to employ bilingual parent liaison for approximately 15 hours per week who will:
provide translation

help make outreach calls for volunteering
 attend PTA and ELAC meetings and ensure communication is effective and voices are heard
 solicit feedback from parents on school concerns and needs
 coordinate adult education opportunities

Partner with First 5 to open Family Community Resource Center (M/W/F)
 Parent Awards to Acknowledge Engaged parents

Measures:

sign in sheets
 number of newsletters
 number of phone calls and notifications
 positive feedback on parent surveys
 number of active parent volunteers and parent leaders
 assist parent in eliminating the barriers between home and school

People Assigned:

Principal
 Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,100.00	Title I Part A: Basic Grants Low-Income and Neglected Bilingual Parent Liaison
675.00	Discretionary Postage for mailings to families
600.00	Discretionary Tiger Talk Breakfasts and Year End Volunteer BBQ

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Achievement

LEA/LCAP Goal

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

Goal 4

Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready: Emphasize and increase focus on other student outcomes related to required areas of study, including physical education, the arts and social emotional learning that influence student achievement.

68% of Isleton students will achieve Meet or Exceed Standards (3 or 4) status on ELA and 63% of our students will achieve Meet or Exceed on the Math summative assessments, and district wide assessments.

Students will make at minimum a year's growth in ELA, as measured by site-specific assessments by teacher evaluation, SBAC results and district benchmarks.

25% Reclassification rate for 2021-2022

90% 6th grade ELL students who have attended US schools since kindergarten will meet redesignation criteria prior to leaving for middle school.

85% of 5th grade students will meet the Healthy Fitness Zone in 4 out of 6 Physical Fitness Zones.

Identified Need

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

CAASPP SBAC results

MAP (District benchmark) data

CAST Science Results

ELPAC Results

Reclassification Data

STAR Physical Fitness Results Formative Assessments

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

Each teacher will review all student data on a quarterly basis. Parents will be kept informed of progress via report cards, back to school night activities, weekly folders home with completed work and state and local test reports.

Teachers will review student progress at least quarterly in Data Wall meetings and following MAP benchmark tests.

Staff will make data-driven decisions to support student achievement.

Strategy:

each teacher will review all student progress at least quarterly in Data Wall meetings
collaboration time to articulate across grade levels and with support teachers such as ELD, RSP
staff professional development and staff collaboration
targeted small group instruction as need for such things as ELD and reading
formative assessments throughout the year in k-6 to make real-time decisions and differentiate
instruction
continued implementation of AVID in kinder, 2nd,4th, 5th and 6th in 2019-2020.
differentiated learning opportunities in the form of field trips, theatre arts residency, and school clubs
and enrichment activities

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

2018 ELA SBAC test results show: 56% of 3rd graders met or exceeded standards; 41% of 4th graders met or exceed standards; 76% of 5th graders met or exceeded standards; and 86% of 6th graders met or exceeded standards.

2018 Math SBAC test results show: 50% of 3rd graders met or exceeded standards; 32% of 4th graders met but or exceeded standards; 68% of 5th graders met or exceeded standards; and 72% of 6th graders met or exceeded standards. 3rd-6th grade teachers have been consistently reviewing formative assessments and matching instruction to meet student needs, including using IABs (CAASPP formative assessments) as part of instruction. This will be a continued focus for 2021-2022.

During the 2019-2020 school year the criteria in order to be reclassified had increased from needing a 3 on the ELPAC to needing a 4. Last year as a result of the increased criteria we had 6 students get reclassified where the previous year had 21 students.

89% of 5th graders met 4/6 Physical Fitness Zone goals in 2018-2019. This shows PE and classroom teachers have implemented strategic supports to increase success. This will continue in 2021-2022..

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Ongoing Assessment and Monitoring

Task:

Staff will review SBAC, ELPAC, District adopted assessments and Physical Fitness Results. Administer assessments for Kinder students (MAP, district benchmark, ELPAC) and monitor progress throughout kinder year.

Implement regular curricular monitoring assessments (Math Topic Tests, ELA Theme Skills Tests, Ren Learn Assessments).

Administer interim benchmark assessments - MAP and/or SBAC.

Establish calendar for administration, collection, and analysis of RTI assessments.

Schedule and use Datawall activities for classroom teachers, and principal to coordinate and fine tune services for students.
 Utilize district-provided SBAC practice materials.
 Celebrate student success on SBAC, ELPAC, Science CAST, CAA with Medals Ceremonies; other classroom successes in the form of "brag tags" and kinder pins

Measures:

Clear documentation of RTI and Monitoring Assessments
 Calendar of assessment administration and data analysis
 Assessment data shared with administration from teachers
 Documentation from PLC meetings, learning rounds and analysis of student work Data reports disaggregated by subgroups

People Assigned:

Teacher/Staff
 Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
850.00	Discretionary Awards for Academic Achievement
1,000.00	Site Supplemental & Concentration Subs for quarterly assessments
200.00	Site Supplemental & Concentration Medals for Achievement- ELPAC

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Collaborate Grade Level - School Wide

Task:

Calendar one collaboration meeting per month to focus on Common Core Instructional Strategies, Assessment data and analysis, and or lesson planning.
 Identify school site leaders in specialized areas (GLAD, A/R, School Plan, SDAIE) and utilize their input for all staff.
 Use a data recording tool for site collaboration meetings.

Teachers share specific input/feedback on how to improve teaching strategies and student performance. Hold beginning and end of the year cross grade level collaboration meetings.

Measures:

Collaboration agendas/minutes

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 Benchmarks, District Assessments, and Curricular Assessments

People Assigned:

Teachers/Staff

Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Differentiation

Task:

Student academic needs will be discussed at Data Wall meetings at least five times each year. 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, pullout help, academic or behavior contracts).

In order to enhance the educational program, and allow students the opportunity to express their talents through expression other than the traditional subjects, the site will contract with services to support achievement for all students. This includes ongoing partnership with Sacramento Theatre Company through its arts integration grant. Isleton Elementary is also committed to pursuing other partnerships to increase arts integration.

Contract with organizations such as Effie Yeaw to bring learning activities to Isleton Elementary to enrich curriculum.

Set aside funds for enrichment supplies and GATE programming. Restart Enrichment Club minimum one time/month for students who scored Advanced and/or are identified as GATE.

Provide funds for clubs, i.e. ukulele club and clubs for science/technology, etc.

Provide flexible seating options in classrooms to support different learner needs.

Measures:

Meeting notes from Monitoring Conferences

Meeting notes from SSTs

Staffing considerations for students needing extra help
 outcomes from individual learning plans (GATE students)
 formative and summative assessments connected with arts/music/PE
 number of students in engaged in a variety of educational opportunities

People Assigned:
 Teacher/Staff
 Principal
 District GATE coordinator

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800.00	Lottery: Unrestricted Transportation for Field Trips
3,000.00	Lottery: Unrestricted Field Trips to Support Educational Program
2,000.00	Title I Part A: Basic Grants Low-Income and Neglected Transportation for Field Trips
1,000.00	Title I Part A: Basic Grants Low-Income and Neglected Enrichment Activities - Clubs, etc.
2,000.00	Title I Part A: Basic Grants Low-Income and Neglected On Campus Learning Opportunities
300.00	Discretionary Flexible Seating
500.00	Discretionary GATE/Advanced Enrichment

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Continue to Support English Learner Program

Task:

Create a instructional schedule that maximizes personnel resources and instructional materials which includes: 30 minutes of ELD instruction for every English Learner who is Emerging, Expanding and or Bridging and integrated ELD throughout k-6 for in classrooms
Implement the core ELD instructional materials (Wonders)
Administer the adopted curriculum's assessments components
Purchase and use test prep materials for the purposes for preparing the English Learners to gain at least one level advancement on the ELPAC
Prepare the paperwork and hold mandatory meeting to redesignate English Learners who have met all necessary achievement criterion. This will be dependent on new district redesignation criteria.
Inform the parent of the EL Program's process, placement and exit criteria

Measures:

ELPAC, MAP and CAASPP (SBAC) Results
Student Redesignation Lists
Agendas
Meeting notes
Sign-in for ELAC meetings
Summary of ELD curriculum assessment results
Daily ELD Instruction Schedule

People Assigned:

Teachers
English Learner Support teacher
Principal
Support Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

400.00

Source(s)

Site Supplemental & Concentration

ELD/ Intervention Professional Development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Implement Instructional Program with Intensity and Fidelity to Core Curriculum

Task:

Abide by recommended instructional minutes (2.5 hours for K-3 and 2 hours for grades 4-6) for English/Language Arts
 Post daily agendas and daily coverage of English Language Arts content standards in all classrooms
 Daily implementation of all purchased components of adopted English Language Arts
 Attend regular Data Wall meetings to discuss the academic progress of each teacher's "target" students, identify the intervention assignment for each student when appropriate, and adjust the school-wide Data Wall with current assessment data and student levels
 Provide each staff member budget to purchase supplemental instructional materials

Measures:

District testing benchmark information directly related to Common Core Curriculum
 Principal observation in classrooms
 Daily Schedules Lesson Plans
 Teacher Observations/walkthroughs
 Textbooks and Teacher Resources Inventory Analysis
 Posted standards & daily agendas
 Data Wall & collaboration time meeting agendas Meeting notes & sign-in sheets Data Wall cards.

People Assigned:

Teachers
 Principals
 Support Staff
 English Language Support teacher

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	Discretionary Classroom supplies
3,050.00	Discretionary Copier Lease
2,000.00	Discretionary Copier supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Targeted Skills Intervention

Task:

Analyze Wonders assessments, Theme Skills or similar assessment from curriculum (K-6), MAP Assessments (K-6), STAR Early Literacy (K-2) STAR Reading (1-6), SBAC (Grades 3-6), SuccessMaker (2- 6) and ELPAC (K-6) data using the data management module, School Plan and the school-wide Data Wall

Collaborate on ensuring students are referred to and receiving timely and appropriate interventions
Track progress for all students in RTI

Administer initial placement assessments for STAR Reading, Read Naturally and Corrective Reading

Identify and implement the appropriate intervention program based on the students' assessment results. Hold 6-8 week monitoring & collaboration meetings to review progress and eligibility
Three times a week 1st, 2nd, and 3rd grade students who are struggling with decoding skills will receive small group instruction to improve reading skills

Identify specific students who are performing below grade level in their fluency score to attend Read Naturally session at least two times per week

Using current Star Early Literacy data, identify English Learners who are beginning and early intermediate to attend intervention sessions with the EL Support Teacher which will use the best teaching practices of "frontloading" and deliberate "scaffolding" and "chunking" in the ELA concepts to build a knowledge foundation previous to English Learners receiving the ELA core lessons from the classroom teacher.

Site leadership works closely with the district office, both Educational Services and Special Education to maximize district and site resources to support all students at our school and throughout the district

Students who score are above grade level participate in accelerated/differentiated instruction in the classroom

Students who need extra support academically may participate in our After School Program, where they can receive help with their homework and access other academic intervention programs

Measures:

Student eligibility lists for each intervention program

Daily/weekly schedule for each intervention program

Agenda

Meeting notes

Sign-in for collaboration and training meetings

Student assessment results for each quarter

People Assigned:

Teachers

Principal

Support Staff

English Learner Support teacher

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Academic Success Implementation

Task:
 implement academic language development strategies to support all learners: RIRA and close reading (RIRA k-2) (close reading (2-6)
 "academic talk": fortified output and interactions
 sentence frames and other supports used in classrooms
 academic vocabulary taught at every grade level
 Continue schoolwide organization implementation, with planner use and note taking k-6
 Continue further implementation of college and career readiness activities, including research projects, college visits and career visitors/fairs
 Participate in District College and Career Week
 Teachers and administrator will attend Professional Development provided through SCOE during school year
 Site purchases Academic Success organization items for all students (i.e. binders, folders, pencil pouches, etc)

Measures:
 classroom walkthroughs
 teacher lesson plans
 staff meeting agendas

People Assigned:
 Principal Teachers/Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

1,500.00	Lottery: Unrestricted
	Academic Success Supplies
1,000.00	Title I Part A: Basic Grants Low-Income and Neglected

	Professional Development
1,000.00	Title I Part A: Basic Grants Low-Income and Neglected College and Career Activities

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Pupil Engagement

LEA/LCAP Goal

State Priorities:

5 - Pupil Engagement

LCAP Goal:

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

Goal 5

Isleton Elementary fosters student connectedness that results in 97% attendance and 10% chronic absenteeism. This includes connecting with students and families about the barriers that students face in attending and engaging in school, which include opportunities to identify and build strengths and interests; partnering with families; and knowing our students.

Identified Need

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

Student attendance data from Aeries Student Data Management System

Data Wall meetings

Input from school families and students

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

The school site secretary will track student attendance and make daily calls.

Secretary and principal meet weekly to discuss student absences and identify potential chronic absenteeism.

At least monthly, the site secretary will provide the principal a list of the students with perfect attendance and those with chronic absences.

Principal will follow SARB process, including providing all notification letters, meeting with parents, and referring families to SARB board.

Strategy:

recognize perfect attendance each month at assemblies

convene intervention meetings with families of students who are not only chronically absent, but students who are starting to show more absenteeism

use SARB process as an opportunity to engage families and resources

ensure ongoing school/family communication

offer activities that support students' interests, i.e STEAM activities and career readiness activities

Principal will make home visits to support attendance efforts

provide support to families and connection to service in relation to attendance.

provide students with regular absences access to the Isleton Counseling team to provide student and family support for success.

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

Student attendance has been slightly lower than the desired district goal (96%) but still close to 97% on a consistent basis. However, every day missed has implications so perfect attendance will be a school wide goal for the coming year. Chronic absenteeism for 2018-2019 was 14%, with two groups (SES and Caucasian) having the highest absenteeism. Targeted efforts to support families is essential to lowering the rate of absenteeism, including referrals for services, connections with transportation, and building relationships with the families.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Student Engagement Activities

Task:

work with Isleton Library to provide weekly activities, including Makers Club and Story Time for k-2, interviews with authors, art workshops

collaborate with ASP to ensure students have ample enrichment opportunities (sports, arts, etc)

provide clubs that reflect student interests, including ukulele club, Spanish for Spanish speakers class, etc.

provide regular opportunities for students to explore potential career paths

work with site council, ELAC, PTA and student council to offer culturally responsive events throughout the year.

No Tardy Party at least quarterly to acknowledge students who come to school on time each day.

To include enrichment opportunities of Yoga, Art, Theater and Dance

Measures:

sign in sheets at events

number of events planned

communication between school, library, ASP and other organizations

People Assigned:

Principal

Teachers/Staff

ASP

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00	Lottery: Unrestricted Student enrichment and No Tardy Party supplies
991.00	Lottery: Unrestricted Yearbook Stipend
4,000	Site Supplemental & Concentration Student Enrichment Activities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Attendance

Task:

Engage all parents through two way communication regarding attendance
 Students who have perfect attendance each quarter will receive recognition/award. Students with no tardies will participate in activities such as a "No Tardy" party
 Teachers will encourage superior attendance and recognize it in their classrooms
 Create a School Attendance Review Team, made up of the principal, counselor, a specialist, and a classroom teacher. Collaborate to eliminate barriers to student absences. Provide health supplies if needed and connect with services
 Parents/Guardians of students with chronic absenteeism will receive letters from the school and have a meeting with the School Attendance Review Team
 Provide end of the year celebration to celebrate high attendance rates. Student recognition/awards for perfect attendance

Measures:

Attendance from Aeries
 Number of Chronic Absentees
 Copies of chronic absenteeism letters/Notes from parent meetings
 SARB notices
 Behavior Contracts SSTs

People Assigned:

Principal
 Secretary
 Teachers/Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00

Lottery: Unrestricted

Attendance Incentives

150.00

Site Supplemental & Concentration

Attendance Incentives

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

State Priorities:

6 - School Climate

LCAP Goal:

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

Goal 6

Isleton Elementary will create a variety of actions and programs that will decrease suspension and expulsion rates to 0% as well as increase students' feelings of safety and social-emotional wellbeing on campus.

Identified Need

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

Previous SARC information

3 year suspension and expulsion information School discipline records

Pertinent counseling and SST information

Parent surveys

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

Individual suspensions will be monitored and reported to parents, the staff, and district offices.

Suspensions will be entered into the Aeries system.

Analyze parent survey data for trends to improve school culture.

Strategy:

Teachers and staff will develop a behavior matrix to encompass playground, cafeteria and classroom behavior

Teachers will facilitate class meetings and other types of activities to build rapport, communication skills and conflict resolution abilities

Teachers will work with counselor and principal to identify needed services and supports for at-risk students Teachers, principal and staff will facilitate SSTs and other intervention meetings

Principal and staff will provide clear and consistent message and follow through with regards to discipline

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

In 2017-2018, Isleton suspended two students. As of May 2019, one student has been suspended.

This is due to a number of factors including collaboration among administrator, teachers and instructional assistants with years of experience; parent support for the school program; a positive reward system that recognizes student achievements; a positive trait of the month program;

assemblies that promote positive messages to the students; an active PTA and School Site Council; and a commitment to monitoring and addressing student behavior and using each interaction as an opportunity to foster character and citizenship. Further, the school staff use agreed upon behavior norms in class and on the playground, and the principal has implemented an alternative discipline model. The school counselor is active in k-6 through 1:1, small group and whole class support; we had the addition of a full-time licensed therapist on campus to support students and families needs, district social worker and behavior assistant for higher tier student needs.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Promote Positive Student Behavior and Establish Positive Expectations

Task:

Establish clearly understood school and classroom rules with clearly communicated consequences. Strengthen expectations for cafeteria behavior and procedures with appropriate consequences

Task:

Establish clearly understood school and classroom rules with clearly communicated consequences. Strengthen expectations for cafeteria behavior and procedures with appropriate consequences

Support teachers in implementing and building culture through "Class Meetings"

Acknowledge positive student behaviors with incentives and rewards

Complete a Paw Power wall for outstanding student achievement, growth, etc.

Host student awards night in May

Provide individual and group counseling services. The school will continue to provide assemblies, bullying prevention program, classroom incentives, student recognition awards program, school safety program

Review, analyze and plan strategies to reduce suspensions/expulsions, including restorative practices and interventions. Develop alternatives to suspension that help students repair, reflect and are instructive

Maintain referral plan that is a student learning tool

Acknowledge positive student behaviors with incentives and rewards through character education assemblies and special activities.

Facilitate an active Student Council with leadership and school involvement opportunities: Spirit Weeks, morning announcements, leading the Pledge of Allegiance on the PA system, fundraising, and assessing the needs and wants of our students

Implement behavior contracts as part of the behavior modification program for student with reoccurring misbehaviors

Provide peer mentoring groups through counselor to increase leadership skills in older students

Provide extra time (1 hour/week) for counselor to meet 1:1 or in small groups with students after school

Provide PD to staff members in MTSS-associated areas (interventions, trauma-informed practices, restorative justice, etc)

Measures:

- AERIES discipline report
- Classroom observation and "Walk-Thru" notes and copies of classroom established rules.
- Notes from counselor and teacher collaboration
- Restorative Practices reflection forms, meeting notes, plans and contracts
- Signed Parent/School Compacts
- Teacher feedback from class meetings and other rapport building activities Student Council meeting agendas and minutes
- "Check In/Check Out" communication log
- Rewards for monthly recognition of good character.
- Record of overall disciplinary contacts to include suspension and expulsion data Student Panorama surveys
- Create a Acts of Random Kindness Club that increases the spread of kindness across campus.
- Start the development of a Wellness Center.

People Assigned:

- Principal
- Classroom/SDC Teachers
- EL Support Teacher

Support Staff

- School counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500.00	Lottery: Unrestricted Positive School Climate Support Activities and Recognition- T Shirts, No Tardy Party, ARK Club, etc.
1,000.00	Title I Part A: Basic Grants Low-Income and Neglected MTSS/Trauma Informed/Restorative Training
493.00	Lottery: Unrestricted School Climate Incentives/ Wellness Center

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Include Community Based Programs to Support Students

Task:

maintain regular communication with agency to ensure students are receiving services.
work to connect with local universities to procure interns to support counseling program.
partner with Lions Club and other local service agencies to provide opportunities to students such as holiday gifts.
schedule events with ELAC and PTA including holiday fair, family movie nights, fundraisers, etc.
Partner with Migrant Ed to provide services to students.
Coordinate with First 5 to provide early literacy opportunities to families connected with IES.
Partner with Adult Ed to provide learning opportunities to parents around technology, communication, etc.
Partner with South County Services (food, support services)
Make consistent referrals to our SCOE Mental Health and Wellness MFT to ensure Tier III students and families are getting mental health support.
Partner with Isleton library to bring quality enrichment opportunities to students and families

Measures:

number of referrals to SCOE Mental Health and Wellness MFT
communication between agencies and school
sign ins from events
parent surveys and feedback to principal and staff
schedules
library activity participation

People Assigned:

Principal
Counselor
PTA ELAC
Lions Club
SCOE Mental Health and Wellness MFT

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Course Access - 21st century skills

LEA/LCAP Goal

Priorities:

7 - Course Access

LCAP Goal:

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

Goal 7

Isleton Elementary School will create and maintain full access to all technology components of the district-adopted curriculum, site-based software, web-based programs, and internet services for all students, teachers, and support staff throughout the school year to increase access, equity, improve technological fluency and close the achievement gap.

In all classes, 100% of all students will have access to technology and software to build grade-level appropriate technological skills. This includes keyboarding skills, Google classroom and other applications.

Identified Need

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

CAASPP (SBAC) scores
district-wide elementary assessments
maintenance journals from the tech, computer inventory spreadsheet
teacher collaboration discussions
input from stakeholders
California College Readiness Standards

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

Computer lab schedule
Samples of lessons and projects completed using technology
Formative assessments
Completed projects through Google Classroom using Google sheets, Google slides, Google docs

Strategy:

integrate technology usage into students' daily practice to both improve technological fluency and skills
ensure K-6 has access to Chromebooks

ongoing professional development (TOSA and other providers)

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

Students need regular unfettered access to technology. This requires two things: regular opportunities and reliable equipment. The district provides excellent tech support. A TOSA (teacher on special assignment) who will support teachers in implementation is also key, as teachers have communicated a desire for more training. The site will continue to build skills in the classroom and add more Chromebooks and other devices as needed to support 1:1 technology. Teachers will continue to work with the TOSA to integrate activities and programs into the curriculum to bridge the digital divide.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Technology Skills Integration

Task:

Implement instructional technology associated with all adopted curriculum.

Monitor implementation of the curriculum's technology components

collaborate with Teacher on Special Assignment (TOSA) and other district personnel on individualized learning plan (ILP) for teacher to integrate technology into the classroom that matches students' needs

Teachers will utilize supplemental technology programs such as RenLearn, IXL, and Starfall to bolster basic skill acquisition.

Teachers will continue to utilize keyboarding programs with students in k-6th grade to practice Common Core technology standards and gain proficiency in keyboarding skills.

Measures:

Training agendas

Sign-in sheets

Classroom observations & walkthroughs

Notes Teachers' lesson plans

People Assigned:

Classroom/SDC Teachers

Principal

District TOSA

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Technology Integration/Support

Task:
 Maintain 1:1 technology through maintenance and regular purchase of Chromebooks and other devices.
 Work closely with district contractor to ensure devices are working properly and with TOSA to ensure district software is working properly.

Measures:
 Teacher plans for using mini-labs in the classrooms
 Troubleshooting & Maintenance logs
 Teacher feedback
 Computer Lab/classroom time observations
 Communication logs for contact with Data Path, Ren Learn and Lexia representatives
 Teacher feedback on the effectiveness of the computer skills mini-lesson

People Assigned:
 Principal
 Classroom/SDC
 Teachers Support Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,775.00	Title I Part A: Basic Grants Low-Income and Neglected Technology Upgrades, Replacement and Maintenance
450.00	Discretionary student technology needs
400.00	Site Supplemental & Concentration

student technology needs

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mitigating Learning Loss

LEA/LCAP Goal

Priority 4: Student Achievement

LCAP Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Goal 8

Isleton Elementary will provide students with multiple avenues and opportunities to support student learning and academic achievement and remediate any learning loss that has resulted from distance learning during the COVID-19 pandemic.

2018-2019 CAASPP data shows that 10% of our students did not meet standard in ELA and 11% did not meet standard in Math. During the spring 2021 administration of our Benchmark MAP scores are showing that 35% of k-6 students are scoring in the "at risk" range for Math and 26% of our students are scoring in the "at risk" range in ELA .

We will be taking the Fall Benchmark in August which will give us our "baseline" data point. Our goal is to have an average of 1.5 years growth from the initial MAP Benchmark in August to the Spring MAP Benchmark.

Identified Need

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

Monthly check-ins with teachers about student participation, progress on goals, formative assessment data, and attendance.

Benchmark/ MAP test scores

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

During the year long distance learning time students participated at various levels of online learning. These various levels having contributing factors such as unstable internet, increased social/emotional stressors, providing supervision or care to a younger sibling, and so much more. Even with the attempts by the district to provide chromebooks and hotspots to students in order to access online learning, some continue to have connectivity issues.

Strategy:

Provide quality interventions and academic supports for students below grade level. These interventions can be done as pull out services as well as push in services in order to support our students academic growth.

Have Data Wall discussion and SST meetings in order to monitor student growth.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students as Identified for Additional Support

Strategy/Activity

Provide Instruction and Interventions as well as Monitor Student Progress

Task:

1. Students will receive intervention support using materials such as Lexia, IXL, Read Naturally, Corrective Reading program, Accelerated Reader, and Freckle with the purpose of making the core accessible to all students. In order to increase students reading/ language fluency, comprehension, and math skills at individual student levels.
2. Students who need more support will have the opportunity to attend after school tutoring with a credentialed teacher (available through ASP)
3. Students who are more than one year below grade level can attend ELA and Math Summer Academies in July.
4. Schedule SST (Student Success Team) Meetings for students as needed.
5. Monitor and discuss student growth at Data Wall Meeting, as a team discuss the best RTI intervention possible for struggling students who are .
6. Purchase supplemental RTI intervention materials.
7. Utilize RSP teacher and aide to provide RTI interventions for students.

Measures:

Students receiving RTI supports and services will show growth on pre and post test of RTI curriculum.

Students receiving RTI supports will be monitored closely at quarterly Data Wall Discussion Meetings to discuss growth

Students will show growth on MAP benchmark assessments from Fall to Winter and Spring.

People Assigned:

RSP Teacher

Instructional Aides

Teachers/Staff

ELD Teacher

Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

Site Supplemental & Concentration

RTI Intervention supplies/ supplemental materials

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$63,375.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$27,400.00

Subtotal of additional federal funds included for this school: \$27,400.00

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

State or Local Programs	Allocation (\$)
Discretionary	\$15,800.00
Lottery: Unrestricted	\$10,034.00
Site Supplemental & Concentration	\$10,141.00

Subtotal of state or local funds included for this school: \$35,975.00

Total of federal, state, and/or local funds for this school: \$63,375.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Discretionary	15,800.00
Lottery: Unrestricted	10,034.00
Site Supplemental & Concentration	10,141.00
Title I Part A: Basic Grants Low-Income and Neglected	27,400.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Discretionary	15,800.00
	Lottery: Unrestricted	10,034.00
	Site Supplemental & Concentration	10,141.00
	Title I Part A: Basic Grants Low-Income and Neglected	27,400.00

Expenditures by Goal


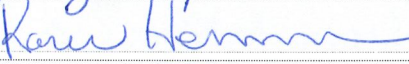



Goal Number	Total Expenditures
Goal 1	4,000.00
Goal 2	5,350.00
Goal 3	17,666.00

Goal 4	23,600.00
Goal 5	6,141.00
Goal 6	2,993.00
Goal 7	2,625.00
Goal 8	1,000.00

School Site Council Membership

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

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

Name of Members	Role
Ligaya Apalit 	Classroom Teacher
Karen Hemman 	Classroom Teacher
Gabriela Chavez 	Other School Staff Parent or Community Member
Maria Romero 	Parent or Community Member
Stacy Wallace 	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Maria G Romero

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/14/2021.

Attested:

Stacy Wallace
Karen Hemman

Principal, Ms. Stacy Wallace on 6/14/2021

SSC Chairperson, Karen Hemman on 6/14/2021

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clarksburg Middle School	34674130112078	May 24, 2021	June 22, 2021

Purpose and Description

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

Schoolwide Program

The Delta High School and Clarksburg Middle School SPSA will describe a schoolwide program that will provide comprehensive support and improvement for all students.

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.

ESSA requirements will be met by ongoing review of the SPSA and examination of student performance data by the School Site Council and staff and student and parent surveys and forums. Data review will include, but may not be limited to, attendance information, progress, mid-term, and final grade reports, formative assessments in all content areas and survey analysis. The SPSA will support all students in academic achievement, social and emotional well-being, and professional learning for the staff and will include strategies and plans to help mitigate the learning loss that students faced during the COVID-19 pandemic. The SPSA goals of Clarksburg Middle School are in alignment with the LCAP goals of the River Delta Unified School District (RDUSD) and the CA state LCAP priority goals.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Three surveys were completed this year to include teachers, students, and parents. Parent surveys included questions related to class offerings and skills needed beyond high school, student expectations, technology use, safety of campus, parent involvement in education, the appropriate use of data to drive instruction, communication with staff and administration, and supports for students in subgroups to include English Language Learners. Ninety percent of the questions were overwhelmingly marked as "agree" or "somewhat agree" and six of those categories had a rating of "unsure" related to the achievement of Student Learning Outcomes, using achievement data to determine instructional programs, providing targeted supports to subgroups, and serving our diverse student population with appropriate programs. Teacher surveys included questions related to monitoring student achievement using data, access and inclusion of a rigorous standards-based curriculum, graduation, college, and career requirements and goals, best practices, school climate, parent and community involvement, safety of the campus, student support and resources, administrative support and communication, opportunities for professional development, and the use of technology. Eighty-five percent of the teacher responses were marked in the strongly agree, agree, or neutral/unsure category. Teachers would like to see more opportunities for professional growth. Student surveys included questions related to student expectations, the use of resources and technology, campus safety, student input and student concerns; academic counseling and A-G requirements, teacher quality, student success and support, parental involvement, the use of data, rigorous, standards-based curriculum, course offerings, and career readiness/exploration, differentiated assessments, support for students with special academic needs, opportunities to grow and develop as an individual, productive citizen, and non-academic opportunities. In all responses, students either agreed or somewhat agreed to the statements, with the response of neutral being marked as the second highest response. Students indicate that a more-developed counseling department would be beneficial and that although most students enjoy our small campus, the amount of course offerings and extra-curricular activities are limited.

Classroom Observations

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

Most classroom observations were completed via ZOOM due to the COVID-19 pandemic. Classroom observations of all interns, and probationary 1 teachers took place formally three times with a post-observation meeting following all formal observations. In addition, a fourth, final observation was conducted and also followed with post-observation conference to provide the teacher with a summative performance appraisal. Probationary 2 teachers followed this same process, however, they were only observed three times the entire year, including the final, summative observation. Due to the pandemic and the MOU with the teachers' union, formal observations of tenured staff were not completed this year. Informal ZOOM class walkthroughs were conducted throughout the year but at irregular intervals for most of the teaching staff. Upon return to hybrid learning, informal in-person walkthroughs were a part of classroom observations; however they were not used for the formal evaluation process.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Due to COVID-19, SBAC testing was suspended for the 2019-2020 school year; therefore, comparative data from 2019-20 to 2020-2021 was not available. All Delta High School and Clarksburg Middle School students, with the exception of 12th graders, took MAP testing as measurement for learning this school year due to the COVID-19 pandemic. Dashboard data from the 2018-2019 school year was used to plan this current SPSA. ELPAC testing took place this year and student results will be analyzed to determine how to move forward with the EL students and move them to reclassification. The physical fitness testing (PFT) was suspended this year due to COVID-19, but that data will be used to address student fitness deficiencies with the return to full, in-person instruction. MAP testing results will be analyzed and conclusions made to direct instruction for the upcoming year. Data from AP exams, mid-term exams, and final exams for both terms, and attendance data were used to compare student grades, the D/F rate, and attendance, and provided the basis for staff discussions focusing on the variable that were able to be controlled internally (at the school site and within the classroom).

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

Students will participate in interim benchmark SBAC testing at least three times the upcoming year and data will be analyzed by staff during teacher collaboration. Teachers will meet in departments to analyze formative assessment data and will begin conversations to vertically align content information in all areas from 7th to 12th grade.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

CMS is 100% staffed to include full-time teachers, interns, and long-term subs. All staff meet the minimum requirements for knowledge in their content area, including the long-term sub. There are 23 full-time teachers, 2 part-time teachers, 2 teacher interns, and 1 long-term sub teaching at CMS that may also teach at Delta High School, which shares staff and administration.

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

Teachers had the opportunity to participate in peer observations and professional development is constantly developing, evolving, and on-going for all staff. The focus for the upcoming year will be CCSS of all areas.

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

Teacher interns and new teachers participate in mentor coaching and a teacher induction program, and again, peer observations are encouraged by all teachers. Site trainings can include any and all trainings on ZOOM, Google Classroom and other software that is supported through district offerings. Teachers will continue to have opportunities for trainings of their interest level along with a professional learning calendar that will be created for the upcoming school year.

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

RDUSD office provides multiple resources to assist staff in instructional practices: Common Core, ELD, GLAD, AP, and others as determined by staff interest.

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

Teacher collaboration by departments will be held once or twice a month on early-out Wednesdays. Topics for discussion may include grading and the use of absolute zero, academic conversations/vocabulary, the difference between formative and summative assessments, to name a few. Other topics may replace this listed based on teacher/staff request and/or student need.

Teaching and Learning

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

This topic will be at the forefront of staff meetings. Teachers will look at content-area standards and choose which anchor standards should be included in the curriculum. Supplemental resources and materials are encouraged as the message "the textbook doesn't drive curriculum" will be the mantra. In addition, the collective commitments and student learning outcomes will also be reassessed and refined if needed.

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)

CMS transitioned to a traditional block schedule for the 2020-21 school year and will continue that format in the future. Although staff were leery of this schedule at its onset, teachers have enjoyed having more instructional minutes per lesson but training on how to effectively teach on the block schedule may be appreciated. There is a concern that students in some classes struggle with this format, but the new block schedule for next year includes an academic outreach period to address this concern.

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

All students have access to textbooks and other materials as needed for learning.

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

All students have access to these materials.

Opportunity and Equal Educational Access

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

Chromebooks were distributed to all students that needed access to a computer at home as well as hotspots for those with internet connectivity issues. All teachers had office hours or some time set aside to help individual students during the instructional day.

Evidence-based educational practices to raise student achievement

Specially Designed Academic Instruction in English will be provided to all teachers for this upcoming school year as well as continued coaching and feedback on teacher/student interactions. An academic outreach period has been included for next year's schedule to provide individual support for students, both for intervention and enrichment.

Parental Engagement

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

The school psychologist works closely with administration, teachers, and counselors to provide immediate assistance when needed. The school psychologist works with Rio Vista Care and will utilize their services if needed. The school nurse and health aide make home visits on a regular basis and have invaluable knowledge to share with school staff when appropriate. There is a full-time academic counselor that splits time with the high school on campus, an instructional aide who works directly with students in migrant education and a counselor specifically assigned to our migrant families as a part of the Migrant Ed program. Parents are encouraged to attend ELAC and DELAC meetings as well as Principal meetings at the site and other parent groups that support the school with resources and financial help.

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

Parents, community members, and teachers are involved in many aspects of the school. Parents and students participate in the School Site Council, English Language Advisory Committee (both site (ELAC) and district (DELAC)), athletic and ag boosters, a very healthy Ag/FFA program. Parents are also involved for participation in the migrant ed PAC (parent advisory council) through the district.

Funding

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

Site supplemental and concentrated local control funds meet the needs of underperforming students.

Fiscal support (EPC)

Programs are supported through various grants, lottery, discretionary funds, and donations. Due to the COVID-19 pandemic, cuts to the budget will be likely and those cuts will negatively impact support for 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 SPSA was created and refined using the WASC three-year, mid-cycle template as its foundation document. The WASC chair provided input for the document at meetings in September and November 2020 and February and March 2021. Staff reviewed material and provided input at staff meetings on the following dates: February, 17, 2021; March 3, 2021; March 10, 2021; and March 17, 2021. Parents of the SSC reviewed this information at the meeting on May 3, 2021 and gave final approval for this document on May 17, 2021. Student and parent surveys were also used to develop the SPSA.

Resource Inequities

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

Computers ineffective for student use, loss of enrollment, unable to utilize the Media Center/Library to the benefit of the students

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.36%	1.09%	0.73%	1	3	2
Asian	0.36%	%	0.37%	1		1
Filipino	0.72%	0.73%	0.37%	2	2	1
Hispanic/Latino	69.06%	59.64%	59.34%	192	164	162
Pacific Islander	0.72%	1.09%	0.73%	2	3	2
White	26.98%	35.64%	34.43%	75	98	94
Two or More Responses	1.80%	1.82%	4.03%	5	5	11
Not Reported	%	%	0%			0
Total Enrollment				278	275	273

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	110	86	93
Grade 8	87	107	85
Grade 9	80	82	95
Total Enrollment	278	275	273

Conclusions based on this data:

1. Although small, the number of students declines from year to year. We had a very large drop in enrollment during the 2020-2021 school year by more than 40 students.
2. The largest loss in enrollment comes when students are transitioning from 8th grade to 9th grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	47	40	42	16.9%	14.5%	15.4%
Fluent English Proficient (FEP)	99	78	80	35.6%	28.4%	29.3%
Reclassified Fluent English Proficient (RFEP)	9	12	7	13.4%	25.5%	17.5%

Conclusions based on this data:

1. The number of EL stays relatively consistent over the course of the years.
2. Clarification on RFEP numbers would be helpful for the audience. Does the number listed show the number of students who reclassified that year or the total number of students who started the year as RFEP?
3. Students reclassifying RFEP continually stays less than 30% of EL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	90	109	86	89	107	85	89	107	85	98.9	98.2	98.8
Grade 8	86	88	105	86	85	102	86	85	102	100	96.6	97.1
All	176	197	191	175	192	187	175	192	187	99.4	97.5	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2523.	2521.	2525.	6.74	5.61	7.06	32.58	31.78	31.76	29.21	24.30	34.12	31.46	38.32	27.06
Grade 8	2536.	2553.	2542.	10.47	8.24	9.80	23.26	40.00	25.49	37.21	31.76	40.20	29.07	20.00	24.51
All Grades	N/A	N/A	N/A	8.57	6.77	8.56	28.00	35.42	28.34	33.14	27.60	37.43	30.29	30.21	25.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	16.85	14.02	12.94	44.94	38.32	47.06	38.20	47.66	40.00
Grade 8	12.79	18.82	15.69	40.70	49.41	37.25	46.51	31.76	47.06
All Grades	14.86	16.15	14.44	42.86	43.23	41.71	42.29	40.63	43.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	12.36	18.69	15.29	59.55	55.14	65.88	28.09	26.17	18.82
Grade 8	17.44	17.65	14.71	54.65	58.82	58.82	27.91	23.53	26.47
All Grades	14.86	18.23	14.97	57.14	56.77	62.03	28.00	25.00	22.99

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	12.36	5.61	9.41	61.80	61.68	61.18	25.84	32.71	29.41
Grade 8	10.47	12.94	9.80	72.09	62.35	68.63	17.44	24.71	21.57
All Grades	11.43	8.85	9.63	66.86	61.98	65.24	21.71	29.17	25.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	19.10	22.43	20.00	52.81	56.07	55.29	28.09	21.50	24.71
Grade 8	12.79	28.24	16.67	53.49	50.59	50.98	33.72	21.18	32.35
All Grades	16.00	25.00	18.18	53.14	53.65	52.94	30.86	21.35	28.88

Conclusions based on this data:

1. More than 50% of students in overall achievement have not met standard; therefore all students need interventions and practice and preparedness in ELA.
2. Most students are strongest in research and inquiry.
3. In comparing data with the 11th graders at the sister campus, all scores do increase from the 8th grade to 11th grade year. Writing sees the biggest increase from 8th grade to 11th grade year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	90	109	86	89	107	85	89	107	85	98.9	98.2	98.8
Grade 8	86	88	105	85	85	103	85	85	103	98.8	96.6	98.1
All	176	197	191	174	192	188	174	192	188	98.9	97.5	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2502.	2510.	2498.	12.36	8.41	2.35	12.36	23.36	27.06	32.58	25.23	27.06	42.70	42.99	43.53
Grade 8	2538.	2540.	2508.	10.59	10.59	7.77	22.35	18.82	16.50	25.88	31.76	23.30	41.18	38.82	52.43
All Grades	N/A	N/A	N/A	11.49	9.38	5.32	17.24	21.35	21.28	29.31	28.13	25.00	41.95	41.15	48.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	13.48	13.08	3.53	33.71	37.38	44.71	52.81	49.53	51.76
Grade 8	15.29	12.94	8.74	37.65	44.71	32.04	47.06	42.35	59.22
All Grades	14.37	13.02	6.38	35.63	40.63	37.77	50.00	46.35	55.85

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	15.73	12.15	12.94	40.45	48.60	44.71	43.82	39.25	42.35
Grade 8	18.82	20.00	14.56	43.53	49.41	47.57	37.65	30.59	37.86
All Grades	17.24	15.63	13.83	41.95	48.96	46.28	40.80	35.42	39.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	14.61	8.41	4.71	51.69	57.94	64.71	33.71	33.64	30.59
Grade 8	12.94	11.76	10.68	58.82	64.71	55.34	28.24	23.53	33.98
All Grades	13.79	9.90	7.98	55.17	60.94	59.57	31.03	29.17	32.45

Conclusions based on this data:

1. More than 50% of the students are not meeting overall achievement in Math and this percentage has stayed consistent over the years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1550.9	1527.3	1551.2	1511.2	1550.3	1542.8	13	17
Grade 8	*	*	*	*	*	*	*	9
Grade 9	*	*	*	*	*	*	*	7
All Grades							31	33

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	23.53	*	29.41	*	41.18		5.88	13	17
8	*	*	*	*	*	*		*	*	*
9	*	*	*	*	*	*		*	*	*
All Grades	35.48	12.12	35.48	33.33	*	45.45		9.09	31	33

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	17.65	*	47.06		29.41		5.88	13	17
8	*	*	*	*	*	*		*	*	*
9	*	*	*	*		*		*	*	*
All Grades	41.94	15.15	54.84	36.36	*	39.39		9.09	31	33

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	11.76	*	29.41	*	35.29	*	23.53	13	17
8	*	*	*	*	*	*		*	*	*
9		*	*	*	*	*	*	*	*	*
All Grades	*	9.09	41.94	27.27	35.48	42.42	*	21.21	31	33

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	17.65	*	70.59		11.76	13	17
All Grades	35.48	9.09	64.52	72.73		18.18	31	33

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	29.41	*	52.94		17.65	13	17
All Grades	70.97	27.27	*	57.58		15.15	31	33

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	11.76	*	41.18	*	47.06	13	17
8	*	*	*	*	*	*	*	*
All Grades	*	9.09	45.16	42.42	41.94	48.48	31	33

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	0.00	*	94.12		5.88	13	17
All Grades	38.71	9.09	61.29	84.85		6.06	31	33

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
275	56.4	14.5	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	14.5
Homeless	16	5.8
Socioeconomically Disadvantaged	155	56.4
Students with Disabilities	46	16.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.1
Filipino	2	0.7
Hispanic	164	59.6
Two or More Races	5	1.8
Pacific Islander	3	1.1
White	98	35.6





Conclusions based on this data:

1. The highest percentage of students enrolled are Latino.
2. Over half of the student population are socioeconomically disadvantaged.
3. The percentage of students that are EL or Students with Disabilities are roughly the same; however, there is no category percentage for students classified as both EL and receiving Special Ed Services.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 424 479 457">English Language Arts</p>  <p data-bbox="289 506 376 539">Orange</p>	<p data-bbox="673 424 950 457">Chronic Absenteeism</p>  <p data-bbox="766 506 854 539">Yellow</p>	<p data-bbox="1177 424 1388 457">Suspension Rate</p>  <p data-bbox="1263 506 1318 539">Red</p>
<p data-bbox="251 621 414 655">Mathematics</p>  <p data-bbox="289 703 376 737">Orange</p>		

Conclusions based on this data:

1. Students are scoring low in both ELA and Math concepts, but ELA overall increases dramatically as students continue through Delta High School in their 11th grade year.
2. Chronic absenteeism is not terrible, but it should be monitored to ensure it does not trend down.
3. Suspension rate is too high and other solutions to disciplinary situations need to be investigated.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 22.3 points below standard Maintained ++0.4 points 182	<p>English Learners</p>  Red 72.5 points below standard Declined -6.6 points 57	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Orange 38.3 points below standard Maintained -0.7 points 107	<p>Students with Disabilities</p>  Red 84.1 points below standard Maintained -2.1 points 31

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 39.6 points below standard Maintained ++2.4 points 112	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 7.4 points above standard Declined -9 points 63

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.8 points below standard Increased ++6.2 points 25	52.8 points below standard Declined -6.3 points 32	4.1 points below standard Maintained ++2.8 points 103

Conclusions based on this data:

- All student subgroups need ELA support and intervention.

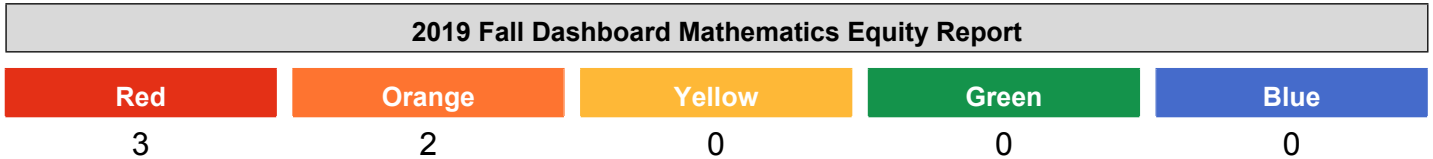
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 69.9 points below standard Declined Significantly -18.1 points 182	<p>English Learners</p>  Red 126.4 points below standard Declined Significantly -18.5 points 57	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p>  Red 96.3 points below standard Declined Significantly -25.4 points 107	<p>Students with Disabilities</p>  Red 130.6 points below standard Declined Significantly -18.1 points 31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 91.3 points below standard Declined Significantly -17.8 points 112	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 34 points below standard Declined Significantly -22.4 points 63

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
147.5 points below standard Declined -5.8 points 25	109.8 points below standard Declined Significantly -19.3 points 32	44.1 points below standard Declined Significantly -16.4 points 103

Conclusions based on this data:

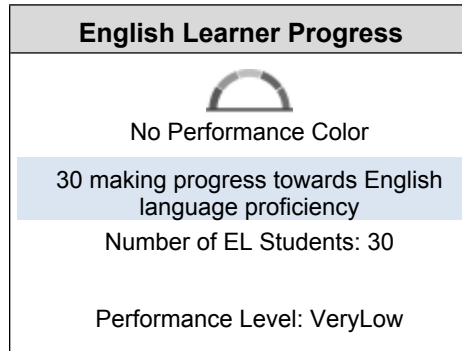
1. The Math department needs collaboration for academic conversations regarding standards, student performance, and analysis of data. Conversations about vertical alignment between the high school, middle school, and the elementary schools should be considered.
2. Students in subgroup categories continue to struggle with Math concepts.
3. The two largest race/ethnicity subgroups saw declines in Math concepts.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.6	43.3	6.6	23.3

Conclusions based on this data:

1. EL students are making progress toward fluency and improve at least one ELPI level a year.
2. There needs to be more EL students moving to ELPI Level 4 and maintaining at that level.

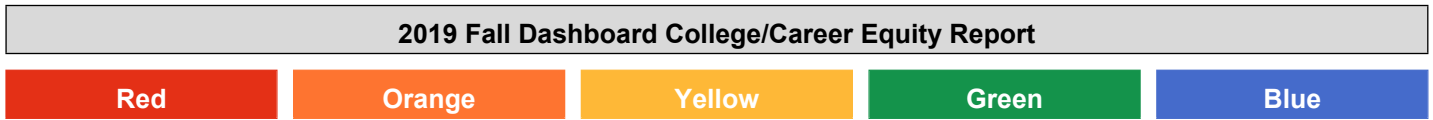
School and Student Performance Data

Academic Performance College/Career

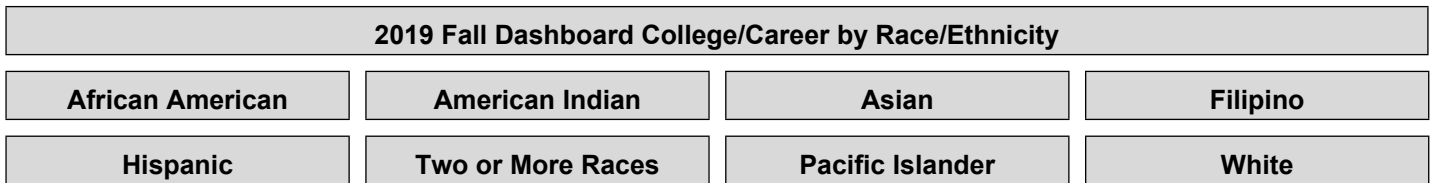
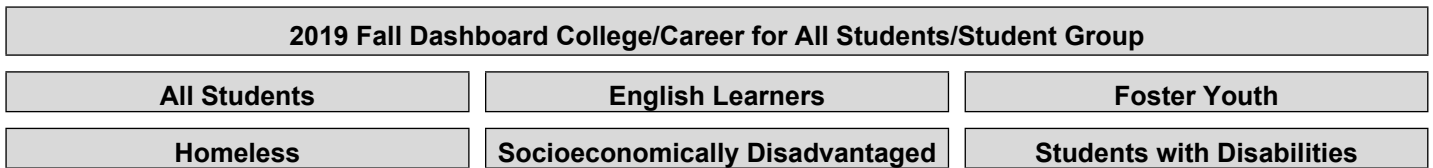
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not an indicator at the middle school level.

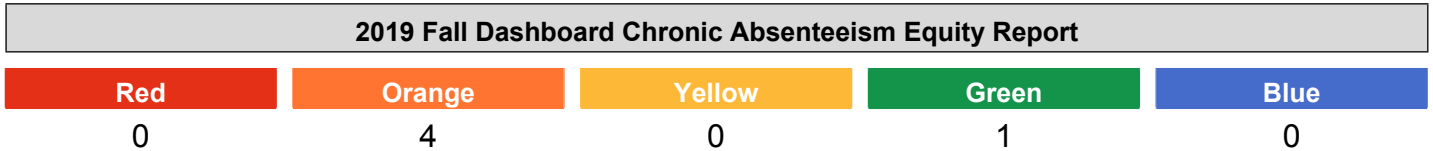
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 5.6 Maintained 0 198	<p>English Learners</p>  Orange 15.2 Increased +8.9 33	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  No Performance Color 18.2 11	<p>Socioeconomically Disadvantaged</p>  Orange 8.5 Increased +4.2 118	<p>Students with Disabilities</p>  Orange 11.1 Increased +11.1 36

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.7 Increased +1.8 123	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 5.9 Declined -2.7 68

Conclusions based on this data:

1. Student subgroups of EL, Students with Disabilities, and Socioeconomically disadvantaged students increased absence rates.

School and Student Performance Data

Academic Engagement Graduation Rate

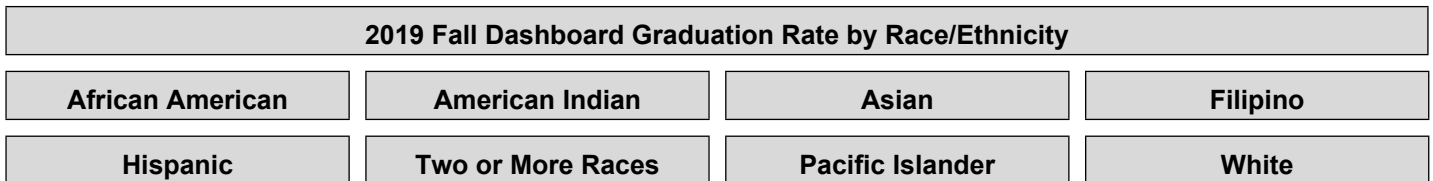
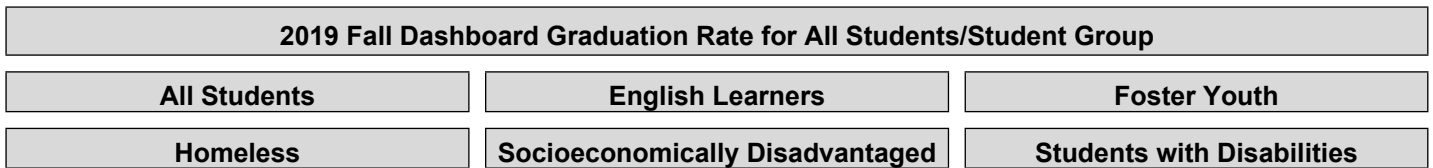
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

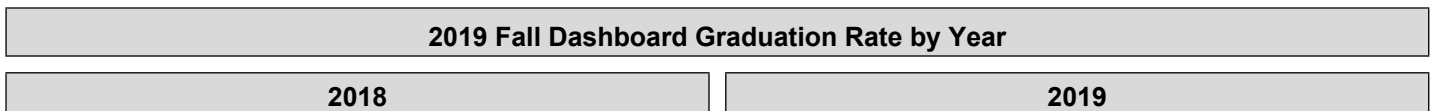
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. Not an indicator in middle school.

School and Student Performance Data

Conditions & Climate Suspension Rate

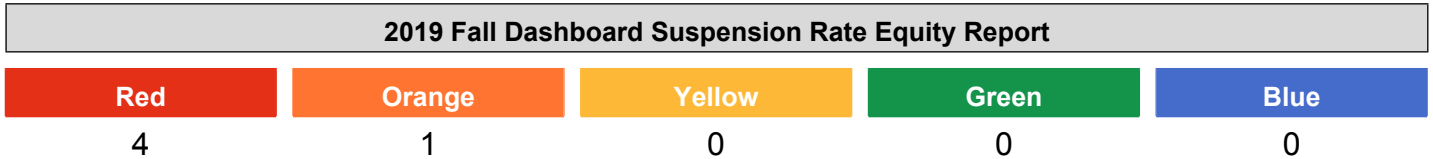
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Highest
Performance







This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>16.7</p> <p>Increased Significantly +10.4</p> <p>288</p>	<p>English Learners</p> <p>Red</p> <p>32.6</p> <p>Increased +28.5</p> <p>43</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>47.1</p> <p>17</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>22.2</p> <p>Increased Significantly +15.1</p> <p>171</p>	<p>Students with Disabilities</p> <p>Red</p> <p>26</p> <p>Increased +18.9</p> <p>50</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3			 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 20.8 Increased Significantly +16.3 173	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 3	 Orange 8.8 Increased +1 102

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.2	16.7

Conclusions based on this data:

1. Students at the middle school are being suspended at an large rate.
2. An analysis of why students are being suspended is needed to determine alternatives to discipline.
3. Personal relationships and building rapport with student may be an area of improvement for the middle school.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 1--Basic Services (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 3--Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction

Goal 1

Provide Relevant Resources, Support Materials, and Improve Classroom Technology Access

Identified Need

Goal Statement:

Clarksburg Middle School (CMS) students and staff will be provided with safe facilities, equipment, technology, and instructional and support materials to support learning.

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

Purchase orders, teacher requests for supplemental instructional materials, observation and walk-throughs of site classrooms and facilities, technology surveys of staff and submitted work orders to Datapath, work order submitted to MOT

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

Analyze completed work orders with MOT and DataPath, observational data of facilities and grounds

Strategy:

Work with SSC, instructional staff, booster groups, parents, and community to determine needs, replace worn/outdated equipment

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

Technology equipment is too old to be updated and cleaned up for effective use by staff, facilities are worn; other support materials need to be replaced and a new course offering does not have all the correct supplies for effective instruction. Although COVID-19 moved many teachers to paperless instruction and classroom procedures, there is still a need to provide paper materials to some students.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Make improvements to technology to support all students' access to course material, activities, and to develop students' technology skills

Strategy/Activity

Task:

Provide any tech accessories that may be needed (headsets, adapters, monitors, printers, etc.)
Train all staff on how to submit help tickets for technology issues to keep computers and tech in working order
Log and track all hardware and accessories checked out to staff and/or students
Upgrade desktop computers in labs and classrooms
Work with DataPath to take inventory of all tech equipment and include longevity status for that inventory
Repair/Provide general maintenance on projectors (bulbs, etc.)

Measures:

Technology surveys
DataPath help desk ticket monitoring
Technology logs to track student/teacher use

People Assigned:

District Office MOT
DataPath District Tech Vendor
Teachers
Students/Parents
Secretaries

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

General Fund

Technology accessories/Software

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Purchase instructional materials and supplies and maintain leases on all office equipment to support all students' academic achievement

Strategy/Activity

Task:

Purchase student planners
Create open POs to maintain instructional materials needed (paper, toner, writing instruments, teacher budgets)
Purchase other classroom materials at teacher request, if needed
Maintain lease and contract service agreements and maintain supplies for all copiers and risograph

Continue with textbook adoptions as needed based on the adoption cycle

Measures:

Student survey on student planner usage and effectiveness
Teacher surveys/reports on lack of needed materials
Use open POs to help monitor spending

People Assigned:

Secretaries
Teachers
Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800.00	General Fund Student Planners
10,562.00	General Fund Copier and Printer Supplies Lease payments for copier Riso service contract Open PO for office supplies, paper Postage
750.00	Site Supplemental & Concentration Provide classroom supplies for teacher classrooms for benefit of all students
2150.00	Lottery: Unrestricted Open POs for teacher-specific supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will be the recipient of highly effective teachers

Strategy/Activity

Task:

Recruit and maintain quality teachers, attend recruitment fairs, advertise appropriately for positions in our geographic area, and prepare a handbook for new teachers that explains the culture, community, and climate of the CMS combined with its high school campus, Delta High School

(DHS), families, and community, new teacher check ins with administration, provide teacher incentives

Measures:

Entrance surveys to teachers who choose to work at our school

Marketing tools

People Assigned:

Director of HR

Administration

Site Leadership Team

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

600.00

General Fund

New teacher handbook and teacher incentives

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 2 - State Standards (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 2--Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12

Goal 2

Create and Develop Standards-Based Instructional Plans

Identified Need

Goal Statement:

CMS students will receive instruction and acquire knowledge and skills that are standards-based in all content areas.

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

Classroom observations and walk-throughs; student conversations, student grade data

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

Classroom observations by administration, peer observations/teacher collaboration activities, attendance/request for trainings, teacher surveys

Strategy:

All teacher goals and objectives will include at least one goal on using content-area standards as an active piece in their instruction

Teacher collaboration will focus on the standards currently used across all areas and teachers will agree to teach the same standards to all like-classes.

All teachers in all content areas will incorporate ELD standards and SDAIE strategies.

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

Due to the COVID-19 pandemic, training and continued refinement in this area was stalled for the 2020-21 school year, and therefore work in this area needs to continue. Students were not always aware of the daily standard or the "why" for completing a specific lesson. Ongoing training and materials are needed for effective implementation of standards, and progress of EL students to RFEP is not progressing.

People Assigned:

Teachers

Students

Administration

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Participation in ongoing professional development to improve knowledge and use of Common Core State Standards and learning objectives for all students

Strategy/Activity

Task:
 Use pre-service days for standards-based trainings, provide teacher collaboration time by grade level and/or subject area to work on standards-based planning, provide opportunities for staff members to attend standard-based trainings in all content areas, and revive the use of the Curriculum Council for the district,

Measures:
 Staff attendance at trainings and staff meetings, classroom observations focused on identifying and use of the standard in the instructional day, DHS/CMS representation at curriculum council, student informal check ins during classroom walkthroughs; peer collaboration/classroom visits

People Assigned:
 District office
 Administration
 Teachers
 Students
 Parents

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2100.00	Site Supplemental & Concentration Professional learning: CCSS Professional learning; SDAIE strategies/ELD Standards
2000.00	Lottery: Unrestricted Sub-coverage for release time, trainings, workshops during the school day

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 3 - Parent Involvement (Engagement)

LEA/LCAP Goal

RDUSD LCAP Goal 4--Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Goal 3

Increase Parent Involvement and Engagement to Support Students in Academics and Extra-curriculars

Identified Need

Goal Statement:

80% of all parents/families will participate in a minimum of 2 campus events of any type over the course of the school year.

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

Observational data and parent registration/sign in for events, correspondence from parents to teachers, administration, front office staff, graduation status data

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

Observation, attendance/roll sheets at parent events, membership in Booster groups, parent surveys on school event attendance, parent check-ins

Strategy:

Educate parents on the educational vocabulary and the purpose of the transcript, increase communication to all parents about academic and extra-curricular events, create more opportunities for parents to participate in campus events; gain a better understanding of why parents do not attend events, create a "take home message" to all students and parents about life at school

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

Data revealed that a limited number of parents are involved in school activities and/or Booster groups; many dates and/or times of school functions make it difficult for some parents to attend, Latino parents represent a small percentage of active participants at school events

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students but with targeted supports to EL, Latino, and socioeconomically disadvantaged families

Strategy/Activity

Task:

Hold multiple venues for parents communicate with teachers and administration (CMS meetings at Bates, Walnut Grove, utilize weekends if needed)

Educate parents on the use of Aeries, Google Classroom, and other software programs used by students

Communicate all academic student milestones (progress reports, transcript grades, athletic academic eligibility)

Develop the schools into a "hub" of the community

Communicate home regarding grades, missing assignments, late assignments

Advertise/explain requirements/awards for academics, attendance, honor roll, etc.

Parent awards for attendance/participation in events

Make home visits

Increase interactions with the counseling department and parents at all grade levels

Measures:

Parent surveys, student grade data, teacher communication log, observational data of parent participation demographics

People Assigned:

Teachers

Parents

Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

Site Supplemental & Concentration

Parent incentives

Gas usage for school van for visits

500.00

Site Supplemental & Concentration

Counseling center improvements

1000.00

Site Supplemental & Concentration

Teacher incentives for after hours parent events not within contract time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Increase communication to all students' parents about school/campus events

Strategy/Activity

Task:
 Post all messages in both Spanish and English to "School Messenger", newsletters, websites, Remind! app, DHS marquee, and other social media sites (Twitter)
 Improve the use of the daily bulletin
 Create a bulletin board for parent announcements and events on campus
 Utilize "School Messenger" program phone calls, texts, and emails to communicate about campus activities and events
 Explore effective use of Facebook, Twitter, Aeries, the CMS website, and other social media for communication about events
 Explore how to effectively use bilingual staff

Measures:
 Parent participation logs, parent and student surveys
 Changes to the use of social media
 Scripts/tally for School Messenger communications

People Assigned:
 Administration
 Secretaries
 Teachers, class/club advisors, coaches,
 Counselor
 Booster Groups

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
75.00	General Fund Parent communication supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Increase parent presence on campus via volunteering, members/participants in parent groups

Strategy/Activity

Task:
 Increase involvement and participation in all site parent groups (ELAC, Heavenly Boosters, Ag Boosters, SSC)
 Provide Spanish translators at all events where parents are invited and expected to be present (Parent Forums, Back to School Night, Awards Nights)
 Maintain a cleared driver list for all field trips and athletic events

Explore using parent volunteers for supervisory areas

Measures:

Increased parent attendance at all events
Effective use of the media center/library

People Assigned:

Administration
Parents
Parent Groups

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 4 - Pupil Achievement (Pupil Outcomes)

LEA/LCAP Goal

RDUSD LCAP Goal 1--Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Goal 4

Increase Academic Achievement

Identified Need

Goal Statement:

Increase by 20% the number of students who are at or exceed standards on the SBAC in both Math and ELA.

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

Transcripts/grades for students in grades 7-12

D/F rate

Standardized testing data results (SBAC, MAP, ELPAC, and RFEP)

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

Grade analysis discussions in staff collaboration

Formative and summative assessment analysis

2022 SBAC interim/benchmark tests and data analysis

Student conversations

Strategy:

Four Essential Questions

Informal observation walk-throughs to include teacher/student interaction and student engagement levels

Embedded tutorial period in the school day

Deliberate development of formative assessments based on standards

Increase Math scores on SBAC and decrease D/F rate

Increase ELA scores on SBAC and decrease D/F rate

Incorporate SDAIE strategies across all content areas

Provide collaboration between SpEd teachers and GenEd teachers

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

CMS students have the belief that middle school "doesn't count"; EL students are not progressing to RFEP, Math SBAC scores are extremely low and ELA scores are even lower and have not improved over the years, students need more opportunities for intervention during the school day.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students to receive best first instruction and expectations for high academic achievement

Strategy/Activity

Task:

Lesson standards and lesson objective to be posted in all classrooms everyday
Intervention/Tutorial period at the end of the day on regular school days
Post all grade reporting dates at the beginning of the year for both parents and students
Daily bulletin announcements to focus on motivation/mental health/grit
Celebrations for all students in a variety of academic achievements/attendance/improvement
Establish and train staff on a student referral system for targeted student support including SST referral, not met in Tier 1 of MTSS
MTSS training for staff
Institute college/career spirit/awareness--High school fair
Site discussion on grading, late work, and participation
Develop ways for students to see the "big picture" of high school
Teacher to teacher observations, sharing, collaboration to discuss student achievement and teaching practices
Review formative assessment data throughout the term

Measures:

Grade reports
Track type of and number of students participating in academic celebrations
Number of students on honor roll

People Assigned:

Leadership Team
Students
SSC/Parents
Administration
Counselor
Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500.00	General Fund Principal open PO for support materials for student academic recognition (ie medals, certificate paper, sashes, buttons, stickers, diplomas, etc)
500.00	General Fund High School Fair or similar

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Assessment, data collection, analysis of content-area grade data for all students to determine targeted support for EL, socioeconomically disadvantaged students, and/or students receiving special education services

Strategy/Activity

Task:

Deliberate development of formative and summative assessments
 All teachers to utilize multiple checks for understanding during every class period, every school day
 Student self-reflection/assessment of engagement/participation for every class
 Use SBAC and MAP interim/benchmark testing and analyze the data
 Use the data to modify instruction and to identify students that are struggling with , nearly to, and exceeding proficiency (Four Essential Questions)

Measures:

Results of formal and informal assessment measures
 Interim/benchmark testing results
 Student referrals to SST, counselor, school psychologist
 Informal administrative class walkthroughs
 Student engagement observational data

People Assigned:

Teachers
 Administration
 Counselor
 Secretaries

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Site Supplemental & Concentration

Expenses related to training/developing/analyzing assessments and its use

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Increase the number of students meeting standard on Math SBAC by 20%

Strategy/Activity

Task:

Survey students for attitudes toward Math and modify teaching strategies to overcome attitudes
Student pre-tests for all students for each new lesson/unit/concept
Student post-tests for all students for each new lesson/unit/concept
Formative and summative assessment analysis and findings report
Math department collaboration/reflection on standards, teaching strategies
Analyze the effectiveness of the Algebra 1 split to Algebra 1A/1B

Measures:

Student grade assessment data
Comparison of D/F rate with current and previous years

People Assigned:

Teachers
Students
Admin
Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

Lottery: Unrestricted

Release time/training/professional learning for Math Department

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Schoolwide Learner Outcomes (SLO) will serve as the foundation for college and career readiness for all students

Strategy/Activity

Task:

Review and refine SLO with all staff during preservice days at the beginning of every school year

Teacher collaboration on how the SLO can be weaved into content-specific lessons, goals, standards

SLO will be the guideline for choosing appropriate community for all students

SLO will be shared with parents and the community and all student groups on campus

Use SLO as a means of student accountability for academics, behavior, and responsibility

Measures:

Teacher/student/parent input surveys

Analysis of community service submissions

People Assigned:

Registrar

Counselor

Teachers

Students

Parents

Community

Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Increase the number of students meeting standard on ELA SBAC by 20%

Strategy/Activity

Task:

Student pre-tests for all students for each new lesson/unit/concept

Student post-tests for all students for each new lesson/unit/concept

Formative and summative assessment analysis and findings report

English department collaboration/reflection on standards, teaching strategies

Targeted supports during tutorial period at all grade levels

Develop ways for parents to support at home

Measures:

Student grade assessment data

Comparison of D/F rate with current and previous years

SBAC scores and progress, students that RFEP

SBAC Interim assessments

MAP testing 3 times a year

People Assigned:

Teachers
Students
Admin
Counselor
Parents

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 4--Pupil Achievement (Pupil Outcomes)

LEA/LCAP Goal

RDUSD LCAP Goal 1--Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready.

Goal 5

Mitigate Learning Loss Due to COVID-19

Identified Need

Goal Statement:

CMS will be offered opportunities to overcome learning deficiencies

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

Attendance data during distance learning

Grade data during distance learning

D/F rate during distance learning

Number of CMS students failing 1 or more classes

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

Grade and attendance comparison data between 2019-2020, 2020-2021, and grade reporting periods and attendance data throughout 2021-2022.

Strategy:

Provide opportunities for intervention/enrichment

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will receive the opportunity for academic support

Strategy/Activity

Task:

- Encourage 9th graders to enroll in credit recovery during Summer Session 2021.
- Encourage students to enroll in ELA and Math Academies during Summer session 2021
- Institute Academic Resource Center on campus
- Structure tutorial period for targeted support
- Explore partnership with the town library for support
- Add a tutorial period to the regular daily schedule
- Explore ways to open the media center/library
- Student check-ins with counselor, admin, trusted adult

Measures:

- Enrollment of students in Summer session 2021
- Grade analysis data for 2021-22 on students that enroll in Summer session
- Participation data of student attending credit recovery, academies, and ARC attendance during the year

People Assigned:

- Teachers
- Students
- District Office
- Volunteers (Parents, community members)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 5--Pupil Engagement (Engagement)

LEA/LCAP Goal

RDUSD LCAP Goal 5--Foster a school and district culture that ensures academic, social and emotional well-being for all students.

Goal 6

Build Student Campus Connections

Identified Need

Goal Statement:

CMS students have been impacted by the COVID-19 pandemic since its onset on March 13, 2020. The learning loss, feelings of isolation, and lack of social interaction have negatively impacted our students' academic and mental health and social interactions.

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

Attendance data during distance learning

Grade data during distance learning

D/F rate during distance learning

Number of CMS students failing 1 or more classes

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

Grade and attendance comparison data between 2019-2020, 2020-2021, and grade reporting periods and attendance data throughout 2021-2022.

Track students that complete online courses and monitor their return to on-time graduation

Strategy:

Offer opportunities for student to make up credits or get additional help

Build connections with students

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students at CMS will be connected with at least one adult staff member to include all staff categories.

Strategy/Activity

Provide strategies for non-instructional, classified staff to connect with students.
Teacher collaboration activities/professional learning to understand student by name and need.
Give access to "Interventions" in Aeries to all certificated staff

Measures:

Staff/student checkin
CA Healthy Kids Survey or comparable
Number of students requesting counselor appointments
Monitor discipline referrals
Teacher self-reflection questions

People Assigned:

All staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

Lottery: Unrestricted

Training/coaching/materials recognizing culture in the classroom

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Increase number of students that are involved in non-classroom activities for all students

Strategy/Activity

Task:

Ensure that all students understand the role of ASB
Create a list of all activities/clubs/sports for student involvement and distribute to school
Provide intramurals to engage all students in physical activity
Increase the number of "no-cut" sports
Provide incentives for student attendance at school events (student seating section, free entry, etc.)
Provide transportation for athletes, band, drama students
Offer additional sports as applicable
Support 9th grade participation in high school sports

Measure:

Student survey
Monitor the intramural format/participation

Identify the "no-cut" sports at the beginning of the year

People Assigned:

Athletic Director

Coaches

Club advisors

ASB teacher

Administration

Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000.00	General Fund Stipend for Athletic Coordinator
7000.00	Lottery: Unrestricted Athletic and other stipends
1300.00	Lottery: Unrestricted Transportation costs for sports and other activities

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

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

Goal Subject

CA State LCAP Priority 5--Pupil Engagement (Engagement)

LEA/LCAP Goal

RDUSD LCAP Goal 5--Foster a school and district culture that ensures academic, social and emotional well-being for all students

Goal 7

Provide a Safe and Secure Campus Environment

Identified Need

Goal Statement:

CMS staff and/or students and/or parents will improve safety plans, participate in all communicative emergency platforms, and monitor campus for safety.

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

Lack of emergency drills/communication pieces due to COVID-19, student survey checkins identifying feelings of isolation and loneliness and reduced social interaction, and site campus walkthroughs

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

Track number of counselor appointment requests, participant tracking in communication apps such as Catapult, Remind, etc., observational data of emergency drills' procedures and requirements, teacher/student/parent surveys

Strategy:

Practice drills

Site walkthroughs

Work Order requests

StopIt! App

Add resources

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

Students and staff need refreshers on the normal operation of school and safety and security and student performance will improve if students enjoy going to their school to learn.

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

School will be a safe and secure place for all students

Strategy/Activity

Task:
 Site walkthroughs and work orders completed for any issues
 Students and staff will practice one emergency drill a month for the entire school year
 Staff will have knowledge and be able to use the Catapult Emergency System
 Evacuation route maps and emergency folders will be updated for all teachers
 Extra campus supervision

Measures:
 Work order requests
 Observational data of efficiency of evacuation/emergency drills

People Assigned:
 MOT
 Administration
 Students
 Parents
 All staff

Proposed Expenditures for this Strategy/Activity

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

5500.00

General Fund
Campus supervision

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Provide all students with opportunities for counseling, mediation, and support with intangible issues on campus (bullying, gossip, etc.)

Strategy/Activity

Task:

Reorganize counseling department protocols to balance job duties and student/parent responsibilities

Support the mental health club with resources

Explore opportunity for Migrant Ed counselor to be a visible presence on campus

Explore peer mediators, a peer mediation class, etc.

Include community resources as part of our school program/partnership (Communicare, Victor Services, Rio Vista Care, Access Mental Health)

Continue use of the StopIt! App and train students/parents/community on its purpose and use

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

General Fund

Mental health resources/support

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 7--Course Access (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 1--Improve and support student learning to close achievement gap and ensure all students who graduate are college and career ready.

Goal 8

Provide Opportunities for Development of Skills Needed for High School, College, and Career

Identified Need

Goal Statement:

CMS students will enroll in core class and electives that will help develop skills for college success or career development and advancement.

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

Course request forms, number of students taking same content area classes per year (doubling up on Math, Science, or CTE), participation in FFA and number of students that earn awards during events, student request to have an off period to leave for work early.

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

Honor roll, grade data, student interest surveys

Strategy:

Offer courses based on student interest, explore ways to increase staffing

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

Students at CMS have a wide variety of interests and talents and skills and some students could not receive their elective of choice.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Increase exposure to VAPA classes for all students

Strategy/Activity

Task:

Create a VAPA Festival with art galleries and musical performances
 Revamp the drama department/club
 Hire a drama director
 Purchase necessary materials for all art and music courses
 Music longevity awards

Measures:

Course enrollment, track the number of VAPA events for each term
 Additions to staff in the VAPA department

People Assigned:

Parents
 Administration
 VAPA teachers
 Students
 Community members
 Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Lottery: Instructional Materials Supplies for VAPA programs
250.00	Lottery: Unrestricted Stipend for drama director
1000.00	Lottery: Unrestricted Risers/longevity medals for music department

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Provide opportunities for all students to experience the Spanish culture and language outside of a classroom

Strategy/Activity

Task:

Highlight the culture and traditions of Spanish-speaking students and families throughout the school year

Measures:

Course enrollment data for Spanish courses at the middle school have increased
 Requests for diagnostic testing from students to skip lower-level Spanish courses

People Assigned:
Spanish Teacher
Counselor
Administration
Students
Parents
Community

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00

General Fund

Professional development and supplemental supplies for Spanish teacher/department

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$48,087.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
General Fund	\$25,037.00
Lottery: Instructional Materials	\$1,000.00
Lottery: Unrestricted	\$15,700.00
Site Supplemental & Concentration	\$6,350.00

Subtotal of state or local funds included for this school: \$48,087.00

Total of federal, state, and/or local funds for this school: \$48,087.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
General Fund	25,037.00
Lottery: Instructional Materials	1,000.00
Lottery: Unrestricted	15,700.00
Site Supplemental & Concentration	6,350.00

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	General Fund	25,037.00
	Lottery: Instructional Materials	1,000.00
	Lottery: Unrestricted	15,700.00
	Site Supplemental & Concentration	6,350.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,862.00
Goal 2	4,100.00
Goal 3	2,575.00

Goal 4	4,000.00
Goal 6	12,300.00
Goal 7	6,500.00
Goal 8	2,750.00

School Site Council Membership

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

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

Name of Members	Role
Christine Mabery	Principal
Jeffrey Nelson	Classroom Teacher
Alex Gallegos	Classroom Teacher
Marcio Mancebo	Classroom Teacher
Kristin Schroer	Classroom Teacher
Joseph Diaz	Other School Staff
Mary McAllister	Parent or Community Member
Gloria White	Parent or Community Member
Nicole Keller	Parent or Community Member
Stephanie Estrada	Secondary Student
Vianey Estrada	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 24, 2021.

Attested:



Principal, Christine Mabery, Principal on May 24, 2021



SSC Chairperson, Stephanie Estrada on May 24, 2021

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Delta High School	34674135731708	May 24, 2021	June 22, 2021

Purpose and Description

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

Schoolwide Program

The Delta High School and Clarksburg Middle School SPSA will describe a schoolwide program that will provide comprehensive support and improvement for all students.

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.

ESSA requirements will be met by ongoing review of the SPSA and examination of student performance data by the School Site Council and staff and student and parent surveys and forums. Data review will include, but may not be limited to, attendance information, progress, mid-term, and final grade reports, formative assessments in all content areas and survey analysis. The SPSA will support all students in academic achievement, social and emotional well-being, and professional learning for the staff and will include strategies and plans to help mitigate the learning loss that students faced during the COVID-19 pandemic. The SPSA goals of Delta High School are in alignment with the LCAP goals of the River Delta Unified School District (RDUSD), the CA state LCAP priority goals, as well as recommendations from the WASC mid-cycle visit in April of 2020.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Three surveys were completed this year to include teachers, students, and parents. Parent surveys included questions related to class offerings and skills needed beyond high school, student expectations, technology use, safety of campus, parent involvement in education, the appropriate use of data to drive instruction, communication with staff and administration, and supports for students in subgroups to include English Language Learners. Ninety percent of the questions were overwhelmingly marked as "agree" or "somewhat agree" and six of those categories had a rating of "unsure" related to the achievement of Student Learning Outcomes, using achievement data to determine instructional programs, providing targeted supports to subgroups, and serving our diverse student population with appropriate programs. Teacher surveys included questions related to monitoring student achievement using data, access and inclusion of a rigorous standards-based curriculum, graduation, college, and career requirements and goals, best practices, school climate, parent and community involvement, safety of the campus, student support and resources, administrative support and communication, opportunities for professional development, and the use of technology. Eighty-five percent of the teacher responses were marked in the strongly agree, agree, or neutral/unsure category. Teachers would like to see more opportunities for professional growth. Student surveys included questions related to student expectations, the use of resources and technology, campus safety, student input and student concerns; academic counseling and A-G requirements, teacher quality, student success and support, parental involvement, the use of data, rigorous, standards-based curriculum, course offerings, and career readiness/exploration, differentiated assessments, support for students with special academic needs, opportunities to grow and develop as an individual, productive citizen, and non-academic opportunities. In all responses, students either agreed or somewhat agreed to the statements, with the response of neutral being marked as the second highest response. Students indicate that a more-developed counseling department would be beneficial and that although most students enjoy our small campus, the amount of course offerings and extra-curricular activities are limited.

Classroom Observations

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

Most classroom observations were completed via ZOOM due to the COVID-19 pandemic. Classroom observations of all interns, and probationary 1 teachers took place formally three times with a post-observation meeting following all formal observations. In addition, a fourth, final observation was conducted and also followed with post-observation conference to provide the teacher with a summative performance appraisal. Probationary 2 teachers followed this same process, however, they were only observed three times the entire year, including the final, summative observation. Due to the pandemic and the MOU with the teachers' union, formal observations of tenured staff were not completed this year. Informal ZOOM class walkthroughs were conducted throughout the year but at irregular intervals for most of the teaching staff. Upon return to hybrid learning, informal in-person walkthroughs were a part of classroom observations; however they were not used for the formal evaluation process.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Due to COVID-19, SBAC testing was suspended for the 2019-2020 school year; therefore, comparative data from 2019-20 to 2020-2021 was not available. All Delta High School and Clarksburg Middle School students, with the exception of 12th graders, took MAP testing as measurement for learning this school year due to the COVID-19 pandemic. Dashboard data from the 2018-2019 school year was used to plan this current SPSA. ELPAC testing took place this year and student results will be analyzed to determine how to move forward with the EL students and move them to reclassification. The physical fitness testing (PFT) was suspended this year due to COVID-19, but that data will be used to address student fitness deficiencies with the return to full, in-person instruction. MAP testing results will be analyzed and conclusions made to direct instruction for the upcoming year. Data from AP exams, mid-term exams, and final exams for both terms, and attendance data were used to compare student grades, the D/F rate, and attendance, and provided the basis for staff discussions focusing on the variable that were able to be controlled internally (at the school site and within the classroom).

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

Students will participate in interim benchmark SBAC testing at least three times the upcoming year and data will be analyzed by staff during teacher collaboration. Teachers will meet in departments to analyze formative assessment data and will begin conversations to vertically align content information in all areas from 7th to 12th grade.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

DHS is 100% staffed with credentialed teachers, to include full-time teachers, interns, and long-term subs. All staff meet the minimum requirements for knowledge in their content area, including the long-term sub. There are 23 full-time teachers, 2 part-time teachers, 2 teacher interns, and 1 long-term sub teaching at DHS that may also teach at Clarksburg Middle School, which shares staff and administration.

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

Teachers had the opportunity to participate in peer observations and professional development is constantly developing, evolving, and on-going for all staff. The focus for the upcoming year will be CCSS of all areas.

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

Teacher interns and new teachers participate in mentor coaching and a teacher induction program, and again, peer observations are encouraged by all teachers. Site trainings can include any and all trainings on ZOOM, Google Classroom and other software that is supported through district offerings. Teachers will continue to have opportunities for trainings of their interest level along with a professional learning calendar that will be created for the upcoming school year.

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

RDUSD office provides multiple resources to assist staff in instructional practices: Common Core, ELD, GLAD, AP, and others as determined by staff interest.

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

Teacher collaboration by departments will be held once or twice a month on early-out Wednesdays. Topics for discussion may include grading and the use of absolute zero, academic conversations/vocabulary, the difference between formative and summative assessments, to name a few. Other topics may replace this listed based on teacher/staff request and/or student need.

Teaching and Learning

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

This topic will be at the forefront of staff meetings. Teachers will look at content-area standards and choose which anchor standards should be included in the curriculum. Supplemental resources and materials are encouraged as the message "the textbook doesn't drive curriculum" will be the mantra. In addition, the collective commitments and student learning outcomes will also be reassessed and refined if needed.

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)

DHS transitioned to a traditional block schedule for the 2020-21 school year and will continue that format in the future. Although staff were leery of this schedule at its onset, teachers have enjoyed having more instructional minutes per lesson but training on how to effectively teach on the block schedule may be appreciated. There is a concern that students in some classes, particularly AP classes, World Language, and Math classes, struggle with this format, but the new block schedule for next year includes an academic outreach period to address this concern.

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

All students have access to textbooks and other materials as needed for learning. Delta High School and Rio Vista High School, the other school in the district, collaborate many times throughout the year and share textbooks or other materials as needed.

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

All students have access to these materials.

Opportunity and Equal Educational Access

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

Chromebooks were distributed to all students that needed access to a computer at home as well as hotspots for those with internet connectivity issues. All teachers had office hours or some time set aside to help individual students during the instructional day.

Evidence-based educational practices to raise student achievement

Specially Designed Academic Instruction in English will be provided to all teachers for this upcoming school year as well as continued coaching and feedback on teacher/student interactions. An academic outreach period has been included for next year's schedule to provide individual support for students, both for intervention and enrichment.

Parental Engagement

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

The school psychologist works closely with administration, teachers, and counselors to provide immediate assistance when needed. The school psychologist works with Rio Vista Care and will utilize their services if needed. The school nurse and health aide make home visits on a regular basis and have invaluable knowledge to share with school staff when appropriate. There is a full-time academic counselor at the school that splits time with the middle school on campus, an instructional aide who works directly with students in migrant education and a counselor specifically assigned to our migrant families as a part of the Migrant Ed program. Parents are encouraged to attend ELAC and DELAC meetings as well as Principal meetings at the site and other parent groups that support the school with resources and financial help.

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

Parents, community members, and teachers are involved in many aspects of the school. Parents and students participate in the School Site Council, English Language Advisory Committee (both site (ELAC) and district (DELAC)), athletic and ag boosters, a very healthy Ag/FFA program. Parents are also involved for participation in the migrant ed PAC (parent advisory council) through the district.

Funding

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

Site supplemental and concentrated Local Control funds meet the needs of underperforming students.

Fiscal support (EPC)

Programs are supported through various grants, lottery, discretionary funds, and donations. Due to the COVID-19 pandemic, cuts to the budget will be likely and those cuts will negatively impact support for 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 SPSA was created and refined using the WASC three-year, mid-cycle template as its foundation document. The WASC chair provided input for the document at meetings in September and November 2020 and February and March 2021. Staff reviewed material and provided input at staff meetings on the following dates: February, 17, 2021; March 3, 2021; March 10, 2021; and March 17, 2021. Parents of the SSC reviewed this information at the meeting on May 3, 2021 and gave final approval for this document on May 17, 2021. Student and parent surveys were also used to develop the SPSA.

Resource Inequities

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

Computers ineffective for student use, loss of enrollment, unable to utilize the Media Center/Library to the benefit of the students

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.61%	%	0%	1		0
African American	0.61%	%	1.46%	1		3
Asian	%	%	0%			0
Filipino	3.05%	1.04%	0.49%	5	2	1
Hispanic/Latino	67.07%	69.79%	63.59%	110	134	131
Pacific Islander	%	%	0%			0
White	26.22%	26.56%	32.04%	43	51	66
Two or More Responses	2.44%	2.6%	2.43%	4	5	5
Not Reported	%	%	0%			0
Total Enrollment				164	192	206

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 10	58	82	78
Grade 11	51	60	72
Grade 12	55	50	56
Total Enrollment	164	192	206

Conclusions based on this data:

1. The overall total enrollment of students is increasing.
2. The majority of the student population is Latino.
3. Grade level enrollment generally decreases between the 11th and 12th grade year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	21	22	18	12.8%	11.5%	8.7%
Fluent English Proficient (FEP)	71	88	85	43.3%	45.8%	41.3%
Reclassified Fluent English Proficient (RFEP)	10	3	8	18.2%	14.3%	36.4%

Conclusions based on this data:

1. Clarification on RFEP numbers would be helpful for the audience. Does the number listed show the number of students who reclassified that year or the total number of students who started the year as RFEP?
2. The number of EL and the number of FEP stays consistent year to year.
3. Students reclassifying RFEP continually stays less than 40% of EL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	55	48	60	55	48	60	55	48	60	100	100	100
All	55	48	60	55	48	60	55	48	60	100	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2614.	2593.	2611.	27.27	27.08	35.00	36.36	33.33	28.33	23.64	22.92	20.00	12.73	16.67	16.67
All Grades	N/A	N/A	N/A	27.27	27.08	35.00	36.36	33.33	28.33	23.64	22.92	20.00	12.73	16.67	16.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	23.64	27.08	31.67	58.18	50.00	43.33	18.18	22.92	25.00
All Grades	23.64	27.08	31.67	58.18	50.00	43.33	18.18	22.92	25.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	47.27	29.17	48.33	34.55	54.17	36.67	18.18	16.67	15.00
All Grades	47.27	29.17	48.33	34.55	54.17	36.67	18.18	16.67	15.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	16.36	12.50	25.00	72.73	70.83	63.33	10.91	16.67	11.67
All Grades	16.36	12.50	25.00	72.73	70.83	63.33	10.91	16.67	11.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	40.00	37.50	40.00	47.27	50.00	45.00	12.73	12.50	15.00
All Grades	40.00	37.50	40.00	47.27	50.00	45.00	12.73	12.50	15.00

Conclusions based on this data:

1. Students demonstrate the strongest skills in research/inquiry and writing.
2. Determining why students achieved "nearly met" vs. "met" would be helpful to modify instruction.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	55	48	60	55	48	60	55	48	60	100	100	100
All	55	48	60	55	48	60	55	48	60	100	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2552.	2542.	2536.	1.82	4.17	1.67	18.18	18.75	20.00	43.64	25.00	25.00	36.36	52.08	53.33
All Grades	N/A	N/A	N/A	1.82	4.17	1.67	18.18	18.75	20.00	43.64	25.00	25.00	36.36	52.08	53.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.82	8.33	1.67	40.00	25.00	36.67	58.18	66.67	61.67
All Grades	1.82	8.33	1.67	40.00	25.00	36.67	58.18	66.67	61.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.45	12.50	13.33	69.09	52.08	53.33	25.45	35.42	33.33
All Grades	5.45	12.50	13.33	69.09	52.08	53.33	25.45	35.42	33.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.09	4.17	8.33	65.45	64.58	55.00	25.45	31.25	36.67
All Grades	9.09	4.17	8.33	65.45	64.58	55.00	25.45	31.25	36.67

Conclusions based on this data:

1. The majority of students are not showing proficiency in Math concepts.
2. Students exceeding standard is consistently less than 10% of the student population.
3. The school needs to determine why students are not performing in Math and move students toward standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 10	*	*	*	*	*	*	*	7
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							15	11

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*		*	*	*
All Grades	*	0.00	*	36.36	*	36.36	*	27.27	15	11

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*		*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	*	9.09	*	45.45	*	36.36	*	9.09	15	11

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*
12		*		*	*	*	*	*	*	*
All Grades	*	0.00	*	9.09	*	45.45	*	45.45	15	11

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	9.09	*	54.55	*	36.36	15	11

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*
All Grades	*	36.36	*	54.55	*	9.09	15	11

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	54.55	*	45.45	15	11

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	90.91	*	9.09	15	11

Conclusions based on this data:

1. Students at level 3 need to move to reclassify more quickly.
2. Effective writing skills and reading skills take longer to develop than speaking.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
192	64.1	11.5	0.5

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	11.5
Foster Youth	1	0.5
Homeless	1	0.5
Socioeconomically Disadvantaged	123	64.1
Students with Disabilities	17	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	2	1.0
Hispanic	134	69.8
Two or More Races	5	2.6
White	51	26.6






Conclusions based on this data:

1. Over half of the student population is socioeconomically disadvantaged.
2. Latino students make up the majority of the student population followed by White students.
3. Although Latino students make up the majority of the student population, just over 10% are English Learners and it is unknown how many EL students are also classified as students with disabilities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Graduation Rate  Yellow	Suspension Rate  Orange
Mathematics  Orange		
College/Career  Orange		

Conclusions based on this data:

1. Continued focus on pathways and opportunities after high school is an area for continued growth.
2. The suspension rate is too high for our population and other methods of intervention must be explored.
3. Students must improve in Math concepts.

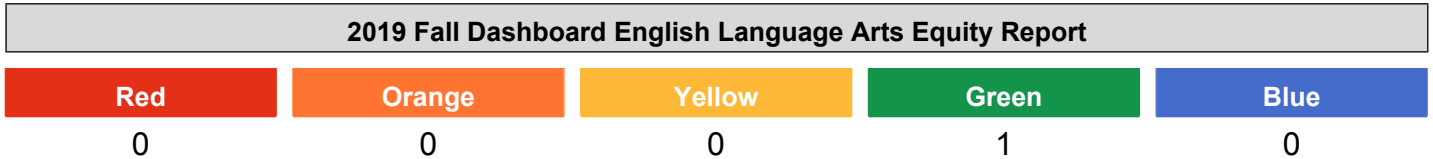
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>30.2 points above standard</p> <p>Increased Significantly ++19.9 points 58</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>77.8 points below standard</p> <p>Increased ++11.3 points</p> <p>11</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>36.9 points above standard</p> <p>Increased Significantly ++17 points 36</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 13.1 points above standard Increased ++9.2 points 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 72.3 points above standard 18

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6	Less than 11 Students - Data Not Displayed for Privacy 5	59.4 points above standard Increased Significantly ++28.2 points 31

Conclusions based on this data:

- The Latino population saw increased ELA performance.
- There is improvement in ELA for students of all subgroups.

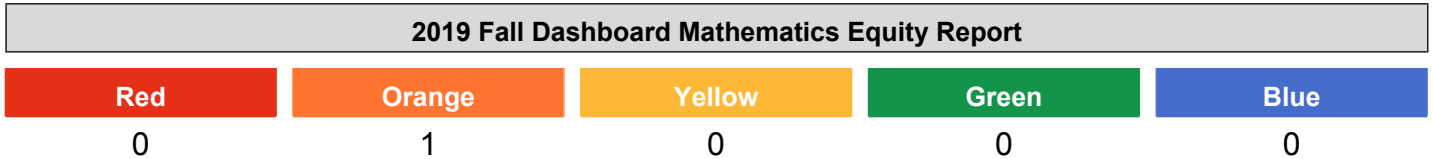
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:






This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 90 points below standard Declined -4.9 points 58	<p>English Learners</p>  No Performance Color 185.5 points below standard Declined -9.9 points 11	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  No Performance Color 95.4 points below standard Declined -9.5 points 36	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">Hispanic</p>  <p align="center">Orange</p> <p align="center">110.4 points below standard</p> <p align="center">Declined -8.4 points</p> <p align="center">38</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">2</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>  <p align="center">No Performance Color</p> <p align="center">45.6 points below standard</p> <p align="center">18</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">6</p>	<p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">5</p>	<p align="center">56.3 points below standard</p> <p align="center">Declined -12.8 points</p> <p align="center">31</p>

Conclusions based on this data:

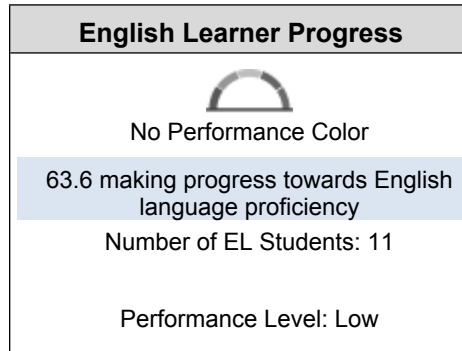
- Students in subgroup categories continue to struggle with Math concepts.
- Student subgroups declined at approximately the same rate; the two largest race/ethnicity subgroups saw declines in Math concepts.
- The Math department needs collaboration for academic conversations regarding standards, student performance, and analysis of data. Conversations about vertical alignment between the high school, middle school, and the elementary schools should be considered.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1	18.1		63.6

Conclusions based on this data:

1. EL students are making progress toward fluency and improve at least one ELPI level a year.
2. EL students are not achieving nor maintaining ELPI level 4.

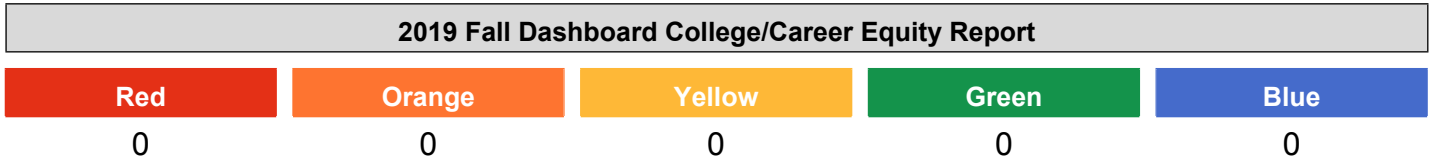
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>39.6</p> <p>Declined -12.1</p> <p>48</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
51.7 Prepared	51.7 Prepared	39.6 Prepared
19 Approaching Prepared	19 Approaching Prepared	22.9 Approaching Prepared
29.3 Not Prepared	29.3 Not Prepared	37.5 Not Prepared

Conclusions based on this data:

1. Continued emphasis on A-G requirements is needed.
2. Students and parents must have a working knowledge of transcripts, A-G requirements and the definition,
3. A strong focus on the importance of education at the school is needed, no matter the student plans for after high school.

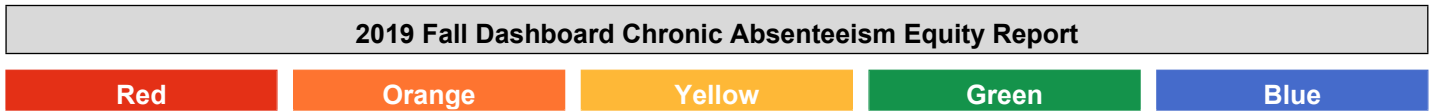
School and Student Performance Data

Academic Engagement Chronic Absenteeism

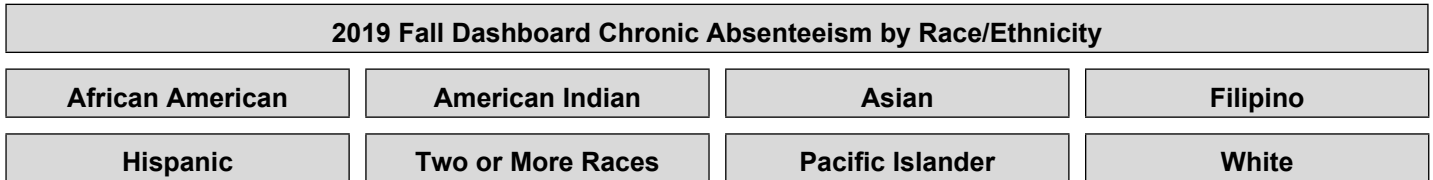
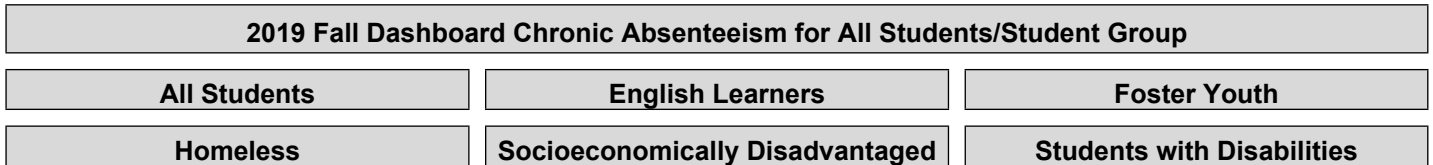
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. There is not a problem with chronic absenteeism at DHS.

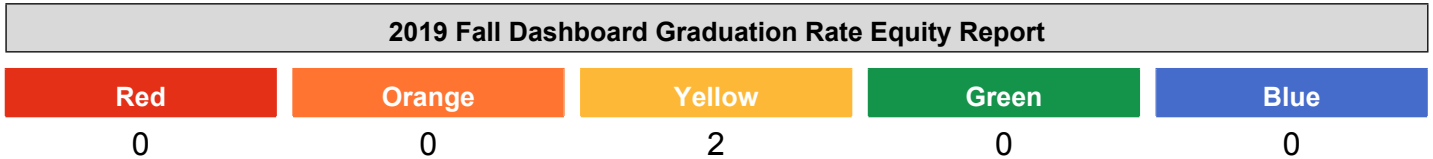
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>93.8</p> <p>Declined -2.8</p> <p>48</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>93.8</p> <p>Declined -1.8</p> <p>32</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 91.2 Declined -3.6 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
96.6	93.8

Conclusions based on this data:

1. There is room for improvement regarding the graduation rate.

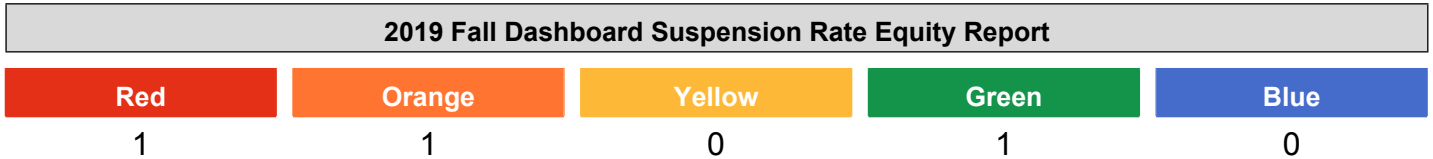
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



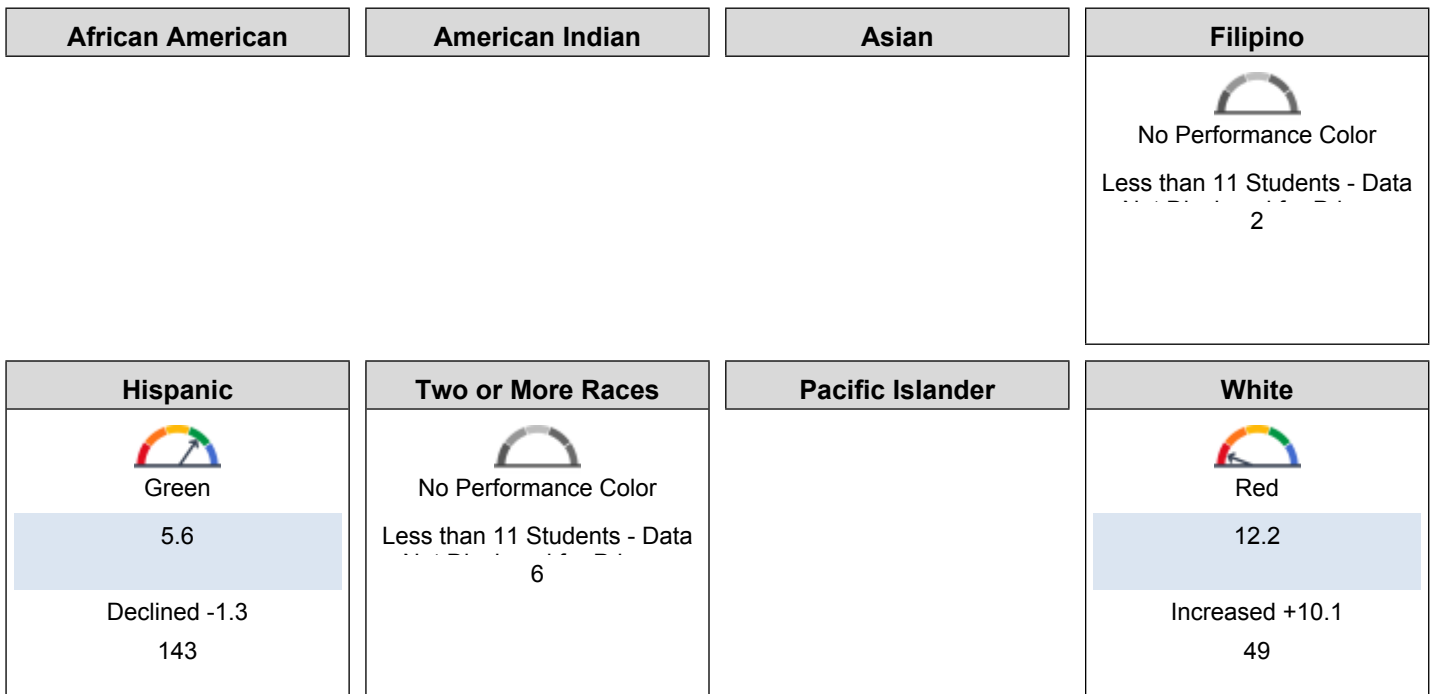
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 8 Increased +2.2 200	<p>English Learners</p>  No Performance Color 12 Increased +2.9 25	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 6	<p>Socioeconomically Disadvantaged</p>  Orange 7.6 Increased +2.1 131	<p>Students with Disabilities</p>  No Performance Color 0 Declined -11.1 20

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.8	8

Conclusions based on this data:

1. Socioeconomically disadvantaged and Latino students are more likely to be suspended.
2. The suspension rate of students with disabilities has declined.
3. The school will continue to work on restorative practices and progressive discipline to keep students in school and to reduce suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 1--Basic Services (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 3--Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction

Goal 1

Provide Relevant Resources, Support Materials, and Improve Classroom Technology Access

Identified Need

Goal Statement:

Delta High School (DHS) students and staff will be provided with safe facilities, equipment, technology, and instructional and support materials to support learning.

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

Purchase orders, teacher requests for supplemental instructional materials, observation and walk-throughs of site classrooms and facilities, technology surveys of staff and submitted work orders to Datapath, work order submitted to MOT

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

Analyze completed work orders with MOT and DataPath, observational data of facilities and grounds

Strategy:

Work with SSC, instructional staff, booster groups, parents, and community to determine needs, replace worn/outdated equipment

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

Computers cannot be effectively used by staff, facilities need updating; other support materials need to be replaced and a new course offering does not have all the correct supplies for effective instruction. Although COVID-19 moved many teachers to paperless instruction and classroom procedures, there is still a need to provide paper materials to some students.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Make improvements to technology to support all students' access to course material, activities, and to develop students' technology skills

Strategy/Activity

Task:

Provide any tech accessories that may be needed (headsets, adapters, monitors, printers, etc.)
Train all staff on how to submit help tickets for technology issues to keep computers and tech in working order
Log and track all hardware and accessories checked out to staff and/or students
Upgrade desktop computers in labs and classrooms
Work with DataPath to take inventory of all tech equipment and include longevity status for that inventory
Repair/Provide general maintenance on projectors (bulbs, etc.)

Measures:

Technology surveys
DataPath help desk ticket monitoring
Technology logs to track student/teacher use

People Assigned:

District Office MOT
DataPath District Tech Vendor
Teachers
Students/Parents
Secretaries

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15000.00

Source(s)

Site Supplemental & Concentration

Desktop replacement for computer labs

1500.00

Lottery: Unrestricted

Technology accessories/software

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Purchase instructional materials and supplies and maintain leases on all office equipment to support all students' academic achievement

Strategy/Activity

Task:

Purchase student planners

Create open POs to maintain instructional materials needed (paper, toner, writing instruments, teacher budgets)
 Purchase other classroom materials at teacher request, if needed
 Maintain lease and contract service agreements and maintain supplies for all copiers and risograph
 Continue with textbook adoptions as needed based on the adoption cycle

Measures:

Student survey on student planner usage and effectiveness
 Teacher surveys/reports on lack of needed materials
 Use open POs to help monitor spending

People Assigned:

Secretaries
 Teachers
 Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800.00	General Fund Student Planners
13,423	General Fund Copier and Printer Supplies Lease payments for copier Riso service contract Open PO for office supplies, paper Postage
750.00	Site Supplemental & Concentration Provide classroom supplies for teacher classrooms for benefit of all students
2150.00	Lottery: Unrestricted Open POs for teacher-specific supply

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students will be the recipient of highly effective teachers

Strategy/Activity

Task:

Recruit and maintain quality teachers, attend recruitment fairs, advertise appropriately for positions in our geographic area, and prepare a handbook for new teachers that explains the culture, community, and climate of the DHS and CMS students, families, and community, new teacher check ins with administration, provide teacher incentives

Measures:

Entrance surveys to teachers who choose to work at our school

Marketing tools

People Assigned:

Director of HR

Administration

Site Leadership Team

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

600.00

Source(s)

General Fund

Supplies for new teacher handbook

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 2 - State Standards (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 2--Provide an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K-12

Goal 2

Create and Develop Standards-Based Instructional Plans

Identified Need

Goal Statement:

DHS students will receive instruction and acquire knowledge and skills that are standards-based in all content areas.

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

Classroom observations and walk-throughs; student conversations, student grade data

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

Classroom observations by administration, peer observations/teacher collaboration activities, attendance/request for trainings, teacher surveys

Strategy:

All teacher goals and objectives will include at least one goal on using content-area standards as an active piece in their instruction

Teacher collaboration will focus on the standards currently used across all areas and teachers will agree to teach the same standards to all like-classes.

All teachers in all content areas will incorporate ELD standards and SDAIE strategies.

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

Due to the COVID-19 pandemic, training and continued refinement in this area was stalled for the 2020-21 school year, and therefore work in this area needs to continue. Students were not always aware of the daily standard or the "why" for completing a specific lesson. Ongoing training and materials are needed for effective implementation of standards, and progress of EL students to RFEP is not progressing.

People Assigned:

Teachers

Students

Administration

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Participation in ongoing professional development to improve knowledge and use of Common Core State Standards and learning objectives for all students

Strategy/Activity

Task:
 Use pre-service days for standards-based trainings, provide teacher collaboration time by grade level and/or subject area to work on standards-based planning, provide opportunities for staff members to attend standard-based trainings in all content areas, and revive the use of the Curriculum Council for the district,

Measures:
 Staff attendance at trainings and staff meetings, classroom observations focused on identifying and use of the standard in the instructional day, DHS/CMS representation at curriculum council, student informal check ins during classroom walkthroughs; peer collaboration/classroom visits

People Assigned:
 District office
 Administration
 Teachers
 Students
 Parents

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500.00	Site Supplemental & Concentration Professional learning: CCSS Professional learning; SDAIE strategies/ELD Standards
2000.00	Lottery: Unrestricted Sub-coverage for release time, trainings, workshops during the school day

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 3 - Parent Involvement (Engagement)

LEA/LCAP Goal

RDUSD LCAP Goal 4--Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.

Goal 3

Increase Parent Involvement and Engagement to Support Students in Academics and Extra-curriculars

Identified Need

Goal Statement:

80% of all parents/families will participate in a minimum of 4 campus events of any type over the course of the school year.

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

Observational data and parent registration/sign in for events, correspondence from parents to teachers, administration, front office staff, graduation status data

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

Observation, attendance/roll sheets at parent events, membership in Booster groups, parent surveys on school event attendance, parent check-ins

Strategy:

Educate parents on the educational vocabulary and the purpose of the transcript, increase communication to all parents about academic and extra-curricular events, create more opportunities for parents to participate in campus events; gain a better understanding of why parents do not attend events, create a "take home message" to all students and parents about life at school

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

Data revealed that a limited number of parents are involved in school activities and/or Booster groups; many dates and/or times of school functions make it difficult for some parents to attend, Latino parents represent a small percentage of active participants at school events

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students but with targeted supports to EL, Latino, and socioeconomically disadvantaged families

Strategy/Activity

Task:

Hold multiple venues for parents communicate with teachers and administration (DHS meetings at Bates, Walnut Grove, utilize weekends if needed)

Educate parents on the use of Aeries, Google Classroom, and other software programs used by students

Communicate all academic student milestones (progress reports, transcript grades, athletic academic eligibility)

Develop the schools into a "hub" of the community

Communicate home regarding grades, missing assignments, late assignments

Advertise/explain requirements/awards for academics, attendance, honor roll, etc.

Parent awards for attendance/participation in events

Make home visits

Increase interactions with the counseling department and parents at all grade levels

Measures:

Parent surveys, student grade data, teacher communication log, observational data of parent participation demographics

People Assigned:

Teachers

Parents

Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

Site Supplemental & Concentration

Parent incentives

Gas usage for school van for visits

3000.00

Site Supplemental & Concentration

Media Center improvements

1500.00

Site Supplemental & Concentration

Teacher incentives for after hours parent events not within contract time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Increase communication to all students' parents about school/campus events

Strategy/Activity

Task:
 Post all messages in both Spanish and English to "School Messenger", newsletters, websites, Remind! app, DHS marquee, and other social media sites (Twitter)
 Improve the use of the daily bulletin
 Create a bulletin board for parent announcements and events on campus
 Utilize "School Messenger" program phone calls, texts, and emails to communicate about campus activities and events
 Explore effective use of Facebook, Twitter, Aeries, the CMS/DHS website, and other social media for communication about events
 Explore how to effectively use bilingual staff

Measures:
 Parent participation logs, parent and student surveys
 Changes to the use of social media
 Scripts/tally for School Messenger communications

People Assigned:
 Administration
 Secretaries
 Teachers, class/club advisors, coaches,
 Counselor
 Booster Groups

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100.00	General Fund Parent communication supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Increase parent presence on campus via volunteering, members/participants in parent groups

Strategy/Activity

Task:
 Increase involvement and participation in all site parent groups (ELAC, Heavenly Boosters, Ag Boosters, SSC)
 Provide Spanish translators at all events where parents are invited and expected to be present (Parent Forums, Back to School Night, Awards Nights)
 Maintain a cleared driver list for all field trips and athletic events

Explore using parent volunteers for supervisory areas

Measures:

Increased parent attendance at all events
Effective use of the media center/library

People Assigned:

Administration
Parents
Parent Groups

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 4 - Pupil Achievement (Pupil Outcomes)

LEA/LCAP Goal

RDUSD LCAP Goal 1--Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Goal 4

Increase Academic Achievement and College and Career Readiness

Identified Need

Goal Statement:

Increase by 20% the number of students who are at or exceed standards on the Math SBAC.

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

MAP results for 2019-20

SBAC results for 2018-19

Transcripts/grades for students in grades 7-12

D/F rate

Standardized testing data (AP, ELPAC, and RFEP)

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

Grade analysis discussions in staff collaboration

Formative and summative assessment analysis

2022 SBAC Data and interim/benchmark tests

Strategy:

Four Essential Questions

Informal observation walk-throughs to include teacher/student interaction and student engagement levels

Embedded tutorial period in the school day

Counselor communication with students and parents regarding transcript analysis and academic plans

Deliberate development of formative assessments based on standards

Increase Math scores on SBAC and decrease D/F rate

Increase the number of students taking and passing AP tests

Students take grade-level classes, no exception

Incorporate SDAIE strategies across all content areas

Provide collaboration between SpEd teachers and GenEd teachers

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

Too many students are trying to catch up to meet minimum graduation requirements at the end of the 12th grade year, EL students are not progressing to RFEP, Math SBAC scores are extremely low and have not improved over the years, students need more opportunities for intervention during the school day.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students to receive best first instruction and expectations for high academic achievement

Strategy/Activity

Task:

Lesson standards and lesson objective to be posted in all classrooms everyday

Intervention/Tutorial period at the end of the day on regular school days

Post all grade reporting dates at the beginning of the year for both parents and students

Daily bulletin announcements to focus on motivation/mental health/grit

Celebrations for all students in a variety of academic achievements/attendance/improvement

Establish and train staff on a student referral system for targeted student support including SST referral, not met in Tier 1 of MTSS

MTSS training for staff

Institute college/career spirit/awareness--College and career fair

Site discussion on grading, late work, and participation

Teacher to teacher observations, sharing, collaboration to discuss student achievement and teaching practices

Review formative assessment data throughout the term

Measures:

Grade reports

Track type of and number of students participating in academic celebrations

Number of students in CSF

Number of students eligible and achieving the Seal of Biliteracy

Number of students on honor roll

People Assigned:

Leadership Team

Students

SSC/Parents

Administration

Counselor

Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	General Fund Principal open PO for support materials for student academic recognition (ie medals, certificate paper, sashes, buttons, stickers, diplomas, etc.)
1000.00	Lottery: Unrestricted Career/College Fair Budget

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Assessment, data collection, analysis of content-area grade data for all students to determine targeted support for EL, socioeconomically disadvantaged students, and/or students receiving special education services

Strategy/Activity

Task:
Deliberate development of formative and summative assessments
All teachers to utilize multiple checks for understanding during every class period, every school day
Student self-reflection/assessment of engagement/participation for every class
Use SBAC and MAP interim/benchmark testing and analyze the data
Use the data to modify instruction and to identify students that are struggling with , nearly to, and exceeding proficiency (Four Essential Questions)

Measures:
Results of formal and informal assessment measures
Interim/benchmark testing results
Student referrals to SST, counselor, school psychologist
Informal administrative class walkthroughs
Student engagement observational data

People Assigned:
Teachers
Administration
Counselor
Secretaries

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	Site Supplemental & Concentration Expenses related to training/developing/analyzing assessments and its use

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Decrease the D/F rate in lower-level Math courses by 20%

Strategy/Activity

Task:
 Survey students for attitudes toward Math and modify teaching strategies to overcome attitudes
 Student pre-tests for all students for each new lesson/unit/concept
 Student post-tests for all students for each new lesson/unit/concept
 Formative and summative assessment analysis and findings report
 Math department collaboration/reflection on standards, teaching strategies
 Analyze the effectiveness of the Algebra 1 split to Algebra 1A/1B

Measures:
 Student grade assessment data
 Comparison of D/F rate with current and previous years

People Assigned:
 Teachers
 Students
 Admin
 Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	Lottery: Unrestricted Release time/training/professional learning for Math Department

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Schoolwide Learner Outcomes (SLO) will serve as the foundation for college and career readiness for all students

Strategy/Activity

Task:

Review and refine SLO with all staff during preservice days at the beginning of every school year
Teacher collaboration on how the SLO can be weaved into content-specific lessons, goals, standards
SLO will be the guideline for choosing appropriate community for all students
SLO will be shared with parents and the community and all student groups on campus
Use SLO as a means of student accountability for academics, behavior, and responsibility
Rewrite the community service form to account for application of SLO

Measures:

Teacher/student/parent input surveys
Analysis of community service submissions

People Assigned:

Registrar
Counselor
Teachers
Students
Parents
Community
Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 4--Pupil Achievement (Pupil Outcomes)

LEA/LCAP Goal

RDUSD LCAP Goal 1--Improve and support student learning to close achievement gaps and ensure all students who graduate are college and career ready.

Goal 5

Mitigate Learning Loss Due to COVID-19

Identified Need

Goal Statement:

DHS students will be offered opportunities to overcome learning deficiencies.

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

Number of 11th and 12th grade students not on track to graduate

Attendance data during distance learning

Grade data during distance learning

D/F rate during distance learning

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

Grade and attendance comparison data between 2019-2020, 2020-2021, and grade reporting periods and attendance data throughout 2021-2022.

Track students that complete online courses and monitor their return to on-time graduation

Strategy:

Offer opportunities for student to make up credits/receive intervention/enrichment

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will receive the opportunity for academic support

Strategy/Activity

Task:

Encourage students to enroll in credit recovery during Summer session 2021.

Encourage students to enroll in ELA and Math Academies during Summer session 2021

Open PE Athletic Leadership to non-athletes when appropriate
 Institute Academic Resource Center on campus
 Structure tutorial period for targeted support
 Explore partnership with the town library for support
 Add a tutorial period to the regular daily schedule
 Explore ways to open the media center/library
 Student check-ins with counselor, admin, trusted adult

Measures:

Enrollment of students in Summer session 2021
 Grade analysis data for 2021-22 on students that enroll in Summer session
 Participation data of student attending credit recovery and ARC attendance during the year

People Assigned:

Teachers
 Students
 District Office
 Volunteers (Parents, community members)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000.00	Site Supplemental & Concentration Staff to supervise library/media center

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 5--Pupil Engagement (Engagement)

LEA/LCAP Goal

RDUSD LCAP Goal 5--Foster a school and district culture that ensures academic, social and emotional well-being for all students.

Goal 6

Build Student Campus Connections

Identified Need

Goal Statement:

DHS students have been impacted by the COVID-19 pandemic since its onset on March 13, 2020. The learning loss, feelings of isolation, and lack of social interaction have negatively impacted our students' academic and mental health and social interactions.

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

Attendance data during distance learning

Grade data during distance learning

D/F rate during distance learning

Number of students failing 1 or more classes

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

Grade and attendance comparison data between 2019-2020, 2020-2021, and grade reporting periods and attendance data throughout 2021-2022.

Track students that complete online courses and monitor their return to on-time graduation

Strategy:

Offer opportunities for student to make up credits or get additional help

Build connections with students

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students at DHS will be connected with at least one adult staff member to include all staff categories.

Strategy/Activity

Provide strategies for non-instructional, classified staff to connect with students.
Professional learning opportunities for staff on personal bias.
Teacher collaboration activities/professional learning to understand student by name and need.
Give access to "Interventions" in Aeries to all certificated staff

Measures:

Staff/student checkin
CA Healthy Kids Survey or comparable
Number of students requesting counselor appointments
Monitor discipline referrals
Teacher self-reflection questions

People Assigned:

All staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

Lottery: Unrestricted

Training/coaching/materials recognizing culture in the classroom

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Increase number of students that are involved in non-classroom activities for all students

Strategy/Activity

Task:

Ensure that all students understand the role of ASB
Create a list of all activities/clubs/sports for student involvement and distribute to school
Provide intramurals to engage all students in physical activity
Increase the number of "no-cut" sports
Provide incentives for student attendance at school events (student seating section, free entry, etc.)
Provide transportation for athletes, band, drama students
Offer additional sports as applicable

Measure:

Student survey
Monitor the intramural format/participation
Identify the "no-cut" sports at the beginning of the year

People Assigned:
 Athletic Director
 Coaches
 Club advisors
 ASB teacher
 Administration
 Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000.00	General Fund Stipend for Activities Director
62,000.00	Lottery: Unrestricted Athletic and other stipends
6000.00	Lottery: Unrestricted Transportation costs for sports and other activities

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 5--Pupil Engagement (Engagement)

LEA/LCAP Goal

RDUSD LCAP Goal 5--Foster a school and district culture that ensures academic, social and emotional well-being for all students

Goal 7

Provide a Safe and Secure Campus Environment

Identified Need

Goal Statement:

DHS staff and/or students and/or parents will improve safety plans, participate in all communicative emergency platforms, and monitor campus for safety.

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

Lack of emergency drills/communication pieces due to COVID-19, student survey checkins identifying feelings of isolation and loneliness and reduced social interaction, and site campus walkthroughs

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

Track number of counselor appointment requests, participant tracking in communication apps such as Catapult, Remind, etc., observational data of emergency drills' procedures and requirements, teacher/student/parent surveys

Strategy:

Practice drills

Site walkthroughs

Work Order requests

StopIt! App

Add resources

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

Students and staff need refreshers on the normal operation of school and safety and security and student performance will improve if students enjoy going to their school to learn.

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

School will be a safe and secure place for all students

Strategy/Activity

Task:
 Site walkthroughs and work orders completed for any issues
 Students and staff will practice one emergency drill a month for the entire school year
 Staff will have knowledge and be able to use the Catapult Emergency System
 Evacuation route maps and emergency folders will be updated for all teachers
 Extra campus supervision

Measures:
 Work order requests
 Observational data of efficiency of evacuation/emergency drills

People Assigned:
 MOT
 Administration
 Students
 Parents
 All staff

Proposed Expenditures for this Strategy/Activity

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

5500.00

Lottery: Unrestricted
Campus supervision

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Provide all students with opportunities for counseling, mediation, and support with intangible issues on campus (bullying, gossip, etc.)

Strategy/Activity

Task:

Reorganize counseling department protocols to balance job duties and student/parent responsibilities

Support the mental health club with resources

Explore opportunity for Migrant Ed counselor to be a visible presence on campus

Explore peer mediators, a peer mediation class, etc.

Include community resources as part of our school program (Communicare, Victor Services, Rio Vista Care, Access Mental Health)

Continue use of the StopIt! App and train students/parents/community on its purpose and use

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

General Fund

Mental health resources/support

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CA State LCAP Priority 7--Course Access (Conditions of Learning)

LEA/LCAP Goal

RDUSD LCAP Goal 1--Improve and support student learning to close achievement gap and ensure all students who graduate are college and career ready.

Goal 8

Provide Opportunities for Development of Skills Needed in College and Career

Identified Need

Goal Statement:

DHS students will enroll in courses that will help develop skills for college success or career development and advancement.

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

Course request forms, number of students taking same content area classes per year (doubling up on Math, Science, or CTE), participation in FFA and number of students that earn awards during events, student request to have an off period to leave for work early.

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

Honor roll, grade data, student interest surveys, post high-school graduate surveys

Strategy:

Offer courses based on student interest, explore ways to increase staffing, explore ways to offer internships for students

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

Students have a wide variety of interests and talents and skills and some students could not receive their elective or pathway of choice.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Continue the CTE pathways in the Agricultural Department for all students

Strategy/Activity

Task:

- Increase participation in upper level Ag CTE Pathways
- Maintain Ag Boosters and Ag Advisory Board
- Reflect on purpose of the Ag exploratory program at CMS
- Increase A-G courses in Ag
- Provide certification opportunities
- Support students with SAE
- Longevity awards for all students
- Support Ag teacher professional learning
- Repair/replace equipment for CTE courses
- Continue development of the Delta Education Vineyard

Measures:

- Course enrollment data
- FFA Membership

People Assigned:

- Ag teachers,
- FFA leadership students
- Counselor
- Administration
- Secretaries

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500.00	Carl D. Perkins Career and Technical Education: Secondary, Section 131 Materials for CTE courses and training
3439.00	Agricultural Career Technical Education Incentive Conference, registration, and travel expenses
10,000.00	Agricultural Career Technical Education Incentive Materials for Ag courses and programs and stipends
13,439.00	General Fund Ag/VocEd district matching funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Increase exposure of VAPA for all students

Strategy/Activity

Task:

Create full time music position at Delta High School and Clarksburg Middle School
Create a VAPA Festival with art galleries and musical performances
Revamp the drama department/club
Hire a drama director
Purchase necessary materials for all art and music courses
Music longevity awards

Measures:

Course enrollment, track the number of VAPA events for each term
Additions to staff in the VAPA department

People Assigned:

Parents
Administration
VAPA teachers
Students
Community members
Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500.00	Lottery: Instructional Materials Supplies for VAPA programs
750.00	Lottery: Unrestricted Stipend for drama director
1500.00	Lottery: Unrestricted Risers/longevity medals for music department
2500.00	Carl D. Perkins Career and Technical Education: Secondary, Section 131 Art program CTE supplies and equipment

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Provide opportunities for all students to take a full course pathway in Spanish

Strategy/Activity

Task:

Increase options for Spanish classes

Create diagnostic tests for students to test out of lower-level Spanish courses if applicable

Highlight the culture and traditions of Spanish-speaking students and families

Increase participation in the Seal of Biliteracy requirements

Measures:

Course enrollment data for Spanish courses and the high school and middle school level has increased

Requests for diagnostic testing from students to skip lower-level Spanish courses

Number comparison of Seal of Biliteracy recipients from 2020-21 to 2021-2022 and continue analysis for three years

People Assigned:

Spanish Teacher

Counselor

Administration

Students

Parents

Community

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500.00

General Fund

Professional development and supplemental supplies for Spanish teacher/department

200.00

Lottery: Unrestricted

Incentives for Seal of Biliteracy recipients

1500.00

Lottery: Unrestricted

Seal of Biliteracy Proficiency Test

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Provide all students for completion of AVID pathway

Strategy/Activity

Task:

Advertise AVID as A-G elective

Continue partnership of AVID tutors

Continue professional development for teachers to learn and develop in AVID strategies

Provide certificates and AVID sashes at Senior Awards Night for completing 4 years in AVID

Senior AVID students to receive blue and silver cord

Measures:

Enrollment numbers in all grade levels of AVID; English 9 has increased substantially

People Assigned:

AVID Teachers/Coordinator

Counselor

Administration

Proposed Expenditures for this Strategy/Activity

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

1000.00

General Fund

Professional learning for AVID staff

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$174,651.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
Agricultural Career Technical Education Incentive	\$13,439.00
Carl D. Perkins Career and Technical Education: Secondary, Section 131	\$5,000.00
General Fund	\$36,862.00
Lottery: Instructional Materials	\$1,500.00
Lottery: Unrestricted	\$87,100.00
Site Supplemental & Concentration	\$30,750.00

Subtotal of state or local funds included for this school: \$174,651.00

Total of federal, state, and/or local funds for this school: \$174,651.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Agricultural Career Technical Education Incentive	13,439.00
Carl D. Perkins Career and Technical Education: Secondary, Section 131	5,000.00
General Fund	36,862.00
Lottery: Instructional Materials	1,500.00
Lottery: Unrestricted	87,100.00
Site Supplemental & Concentration	30,750.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Agricultural Career Technical Education Incentive	13,439.00
	Carl D. Perkins Career and Technical Education: Secondary, Section 131	5,000.00
	General Fund	36,862.00
	Lottery: Instructional Materials	1,500.00
	Lottery: Unrestricted	87,100.00
	Site Supplemental & Concentration	30,750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,223.00
Goal 2	4,500.00
Goal 3	5,600.00
Goal 4	7,000.00
Goal 5	5,000.00
Goal 6	72,000.00
Goal 7	6,500.00
Goal 8	39,828.00

School Site Council Membership

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

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

Name of Members	Role
Christine Mabery	Principal
Jeffrey Nelson	Classroom Teacher
Alex Gallegos	Classroom Teacher
Marcio Mancebo	Classroom Teacher
Kristin Schroer	Classroom Teacher
Joseph Diaz	Other School Staff
Mary McAllister	Parent or Community Member
Gloria White	Parent or Community Member
Nicole Keller	Parent or Community Member
Stephanie Estrada	Secondary Student
Vianey Estrada	Secondary Student
Marbella Estrada (Not a voting member--ELAC Representative)	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on Monday, May 24, 2021.

Attested:



Principal, Christine Mabery, Principal on Monday, May 24, 2021



SSC Chairperson, Stephanie Estrada on Monday, May 24, 2021

School Year: 2021-22



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Vista High School	34674134835302	April 28, 2021	June 22, 2021

Purpose and Description

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

Schoolwide Program

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

A survey was conducted for staff, students and parents for the WASC visitation in the spring of 2020. The results were largely positive

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

School staff and administration monitor the impact of the WASC Action Plan on student achievement at Rio Vista High School using state and local assessments. A variety of data and teacher input is used to initially place and monitor student progress in English and Math intervention classes. Staff and students have transitioned to the English Language Proficiency Assessment of California (ELPAC) this data is an important component of our multiple measures and the test is evolving and a new tool was initiated in 2018-19. English learners are assessed at entry and annually to ascertain their growth in English language acquisition, and their placement in any needed academic interventions. The staff analyzes ELPAC data annually to ascertain the degree to which Rio Vista High School meets its target objectives for English learners. In addition all English Learners are assessed 3 times a year using MAP assessments. The ELL Director provides district-wide materials. RVHS 11th grade students participate in SBAC Testing and data has been made available to staff at the end of the end of each school year. SBAC testing was suspended due to Covid 19 for the 2021 school year. Three times yearly all students are assessed with the Measures of Academic Progress test and all teachers have access to reports on line. This will be replacing the SBAC.

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

Curriculum embedded assessments and MAP data are analyzed in school wide monthly collaboration and department meetings. All students participated in the interim SBAC testing in the spring of 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".

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

Teacher collaboration by departments are held bi-monthly on early release days. The focus 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.

Teaching and Learning

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

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

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

NA

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Resources are available from family, school, district, and community to assist under-achieving students and this is a large component of our current plan. All of RVHS ELAC meetings each year are dedicated to providing parents with information to assist students at home and increase involvement at the school. RVHS has a full-time 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 ConApp programs (5 California Code of Regulations 3932)

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

Funding

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

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

Fiscal support (EPC)

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

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

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

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.78%	0.73%	1.24%	3	3	5
African American	1.56%	2.42%	3.71%	6	10	15
Asian	0.26%	0.24%	0%	1	1	0
Filipino	0.26%	0.24%	0.25%	1	1	1
Hispanic/Latino	43.64%	45.04%	43.56%	168	186	176
Pacific Islander	0.26%	0.24%	0.5%	1	1	2
White	48.83%	45.04%	45.54%	188	186	184
Two or More Responses	4.42%	5.81%	5.2%	17	24	21
Not Reported	%	0.24%	0%		1	0
Total Enrollment				385	413	404

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	112	102	93
Grade 10	100	113	105
Grade 11	102	92	104
Grade 12	67	106	102
Total Enrollment	385	413	404

Conclusions based on this data:

1. RVHS is maintaining an enrollment of approximately 400 students. New housing developments may result in an enrollment increase
2. Steady increase in African American enrollment.
3. Current facilities at RVHS are maxed out and school will need additional classrooms if growth does develop.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	46	45	39	11.9%	10.9%	9.7%
Fluent English Proficient (FEP)	71	89	100	18.4%	21.5%	24.8%
Reclassified Fluent English Proficient (RFEP)	9	6	3	16.4%	13.0%	6.7%

Conclusions based on this data:

1. English Learner enrollment remains steady at 9-11% of student population.
2. Percent of Fluent English Proficient students continues to increase.
3. Reclassification of students to Fluent English Proficient is decreasing which could be a result of the increasing number of Fluent English Proficient students and additional requirements to pass the current ELPAC exam (Must score all 4's now).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	64	93	94	63	92	91	63	92	91	98.4	98.9	96.8
All	64	93	94	63	92	91	63	92	91	98.4	98.9	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2603.	2562.	2554.	25.40	14.13	12.09	36.51	29.35	28.57	20.63	29.35	30.77	17.46	27.17	28.57
All Grades	N/A	N/A	N/A	25.40	14.13	12.09	36.51	29.35	28.57	20.63	29.35	30.77	17.46	27.17	28.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	41.27	20.65	18.68	38.10	53.26	45.05	20.63	26.09	36.26
All Grades	41.27	20.65	18.68	38.10	53.26	45.05	20.63	26.09	36.26

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.10	20.65	16.48	36.51	45.65	47.25	25.40	33.70	36.26
All Grades	38.10	20.65	16.48	36.51	45.65	47.25	25.40	33.70	36.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	22.22	18.48	12.09	63.49	57.61	59.34	14.29	23.91	28.57
All Grades	22.22	18.48	12.09	63.49	57.61	59.34	14.29	23.91	28.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.10	22.83	20.88	42.86	43.48	54.95	19.05	33.70	24.18
All Grades	38.10	22.83	20.88	42.86	43.48	54.95	19.05	33.70	24.18

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	64	93	94	63	92	92	63	92	92	98.4	98.9	97.9
All	64	93	94	63	92	92	63	92	92	98.4	98.9	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2573.	2529.	2503.	11.11	3.26	2.17	19.05	14.13	10.87	36.51	25.00	22.83	33.33	57.61	64.13
All Grades	N/A	N/A	N/A	11.11	3.26	2.17	19.05	14.13	10.87	36.51	25.00	22.83	33.33	57.61	64.13

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	15.87	9.78	6.52	41.27	21.74	16.30	42.86	68.48	77.17
All Grades	15.87	9.78	6.52	41.27	21.74	16.30	42.86	68.48	77.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.29	4.35	4.35	49.21	44.57	46.74	36.51	51.09	48.91
All Grades	14.29	4.35	4.35	49.21	44.57	46.74	36.51	51.09	48.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.29	7.61	5.43	65.08	48.91	51.09	20.63	43.48	43.48
All Grades	14.29	7.61	5.43	65.08	48.91	51.09	20.63	43.48	43.48

Conclusions based on this data:

1. Test scores indicate a decrease in students exceeding or meeting Math Standards
2. This could be a reflection on our changing demographics and the need for more differentiated instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1484.9	*	1471.4	*	1498.2	*	11	*
Grade 10	1541.1	1499.6	1549.3	1471.0	1532.5	1527.5	15	13
Grade 11	*	1556.2	*	1556.4	*	1555.6	*	13
Grade 12	*	1490.5	*	1458.8	*	1521.9	*	12
All Grades							39	41

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*	11	*
10	*	30.77	*	7.69	*	7.69	*	53.85	15	13
11	*	23.08	*	30.77		15.38	*	30.77	*	13
12		8.33	*	25.00		25.00	*	41.67	*	12
All Grades	35.90	19.51	*	24.39	*	17.07	38.46	39.02	39	41

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*		*	*	*	11	*
10	*	30.77	*	7.69	*	23.08	*	38.46	15	13
11	*	38.46	*	30.77	*	7.69	*	23.08	*	13
12		16.67	*	16.67		16.67	*	50.00	*	12
All Grades	38.46	29.27	*	19.51	*	17.07	33.33	34.15	39	41

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*		*	*	*	11	*
10	*	30.77	*	7.69	*	23.08	*	38.46	15	13
11	*	38.46	*	30.77	*	7.69	*	23.08	*	13
12		16.67	*	16.67		16.67	*	50.00	*	12
All Grades	38.46	29.27	*	19.51	*	17.07	33.33	34.15	39	41

9		*	*	*	*	*	*	*	11	*
10	*	15.38	*	15.38	*	7.69	*	61.54	15	13
11	*	0.00	*	15.38	*	53.85	*	30.77	*	13
12		8.33	*	16.67		25.00	*	50.00	*	12
All Grades	*	7.32	30.77	17.07	*	31.71	43.59	43.90	39	41

Listening Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*	*	*		11	*
10	*	15.38	*	46.15	*	38.46		15	13
11	*	7.69	*	61.54	*	30.77		*	13
12		25.00	*	16.67	*	58.33		*	12
All Grades	41.03	14.63	*	46.34	41.03	39.02		39	41

Speaking Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*	*	*		11	*
10	*	38.46	*	15.38	*	46.15		15	13
11	*	53.85	*	23.08	*	23.08		*	13
12	*	33.33		16.67	*	50.00		*	12
All Grades	48.72	43.90	28.21	19.51	*	36.59		39	41

Reading Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9		*	*	*	*	*		11	*
10	*	23.08	*	30.77	*	46.15		15	13
11	*	7.69	*	69.23	*	23.08		*	13
12		8.33	*	41.67	*	50.00		*	12
All Grades	*	12.20	30.77	51.22	51.28	36.59		39	41

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	11	*
10	*	0.00	*	46.15	*	53.85	15	13
11	*	0.00	*	76.92	*	23.08	*	13
12		16.67	*	50.00	*	33.33	*	12
All Grades	*	7.32	46.15	56.10	28.21	36.59	39	41

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
413	52.5	10.9	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	45	10.9
Foster Youth	1	0.2
Socioeconomically Disadvantaged	217	52.5
Students with Disabilities	51	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.4
American Indian	3	0.7
Asian	1	0.2
Filipino	1	0.2
Hispanic	186	45.0
Two or More Races	24	5.8
Pacific Islander	1	0.2
White	186	45.0






Conclusions based on this data:

- 50 % of RVHS enrollment are Socioeconomically Disadvantaged.
- Approximately 45% of our enrollment is white, 45% Hispanic and 10% all other combined,
- The demographics of RVHS indicate changing demographics

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Yellow	Suspension Rate  Green
Mathematics  Red		
College/Career  Orange		

Conclusions based on this data:

1. Academic performance needs to be a major focus in the future
2. RVHS has a continual high graduation rate
3. The implementation of restorative justice has resulted in decreasing suspension rates

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 24.8 points below standard Declined -8.8 points 86	<p>English Learners</p>  No Performance Color 90.6 points below standard Declined -13.3 points 17	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 23.9 points below standard Increased ++13 points 54	<p>Students with Disabilities</p>  No Performance Color 135.8 points below standard 12

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 38.1 points below standard Declined -10.6 points 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Orange 9.6 points below standard Declined -4.6 points 37

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	Less than 11 Students - Data Not Displayed for Privacy 7	19.8 points below standard Declined -8.9 points 54

Conclusions based on this data:

- Overall RVHS is facing declining test scores in ELA, particularly with our Hispanic population
- The socioeconomic subgroup is making gains in scores

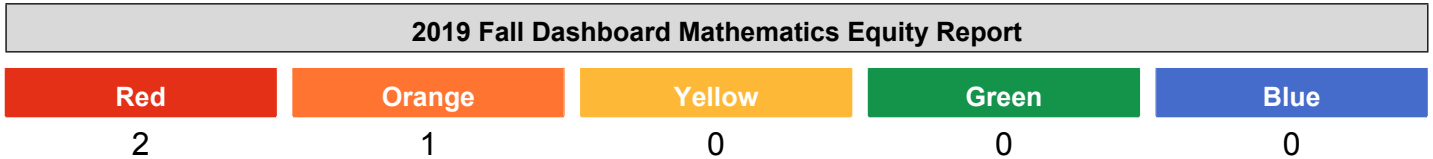
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>122.5 points below standard</p> <p>Declined Significantly -26.9 points</p> <p>87</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>202.6 points below standard</p> <p>Declined Significantly -56.4 points</p> <p>17</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>144 points below standard</p> <p>Declined Significantly -35 points</p> <p>54</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>241 points below standard</p> <p>12</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Red 147.7 points below standard Declined Significantly -42.8 points 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 Orange 87.1 points below standard Declined -8.8 points 38

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	Less than 11 Students - Data Not Displayed for Privacy 7	106.9 points below standard Declined Significantly -16.9 points 55

Conclusions based on this data:

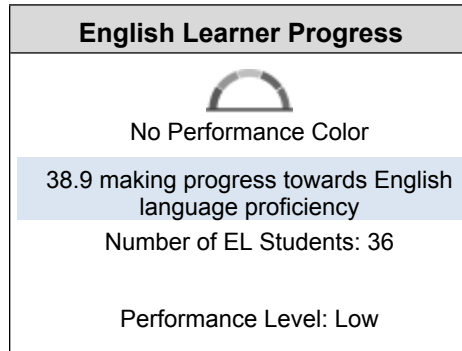
1. Improved Mathematics scores needs to be a focus for all populations.
2. Professional development in mathematics needs to be identified and additional scaffolding supports put in place.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.2	38.8	11.1	27.7

Conclusions based on this data:

- 39% of our English Language Learners have maintained an ELPI Level 4 or progressed one EL:PI Level

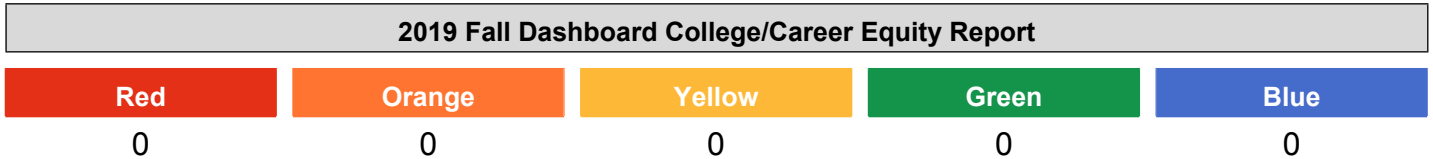
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>34</p> <p>Declined -16</p> <p>106</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
50 Prepared	50 Prepared	34 Prepared
14.7 Approaching Prepared	14.7 Approaching Prepared	21.7 Approaching Prepared
35.3 Not Prepared	35.3 Not Prepared	44.3 Not Prepared

Conclusions based on this data:

1. School wide focus on student's being A-G ready has been encouraged through registration process
2. Counselor and teachers are educating lower grades on the A-G readiness factor

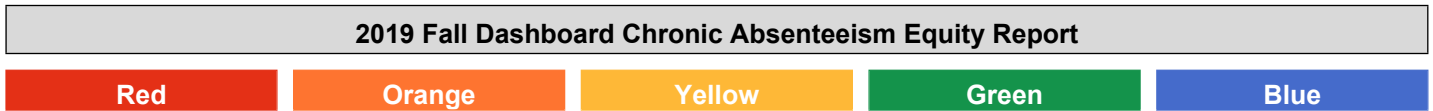
School and Student Performance Data

Academic Engagement Chronic Absenteeism

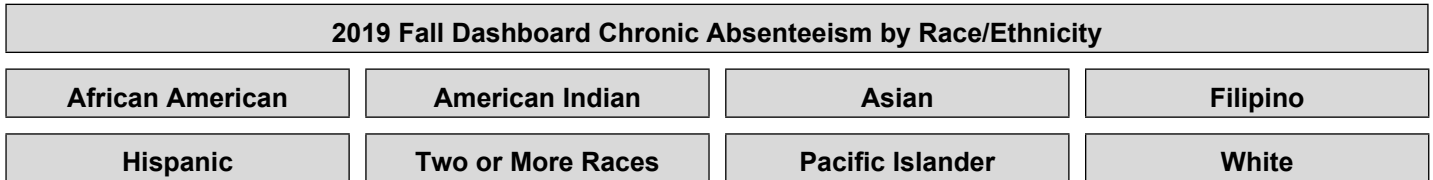
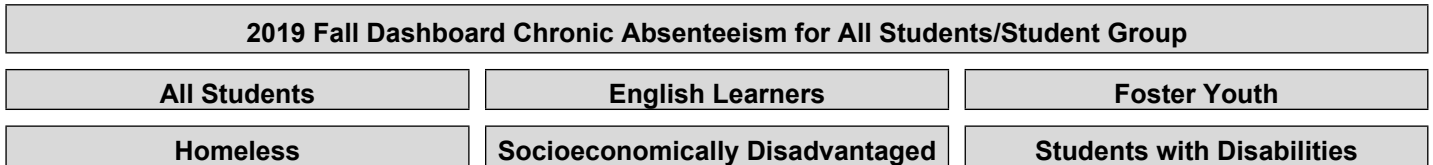
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. Chronic absenteeism is not an issue at RVHS

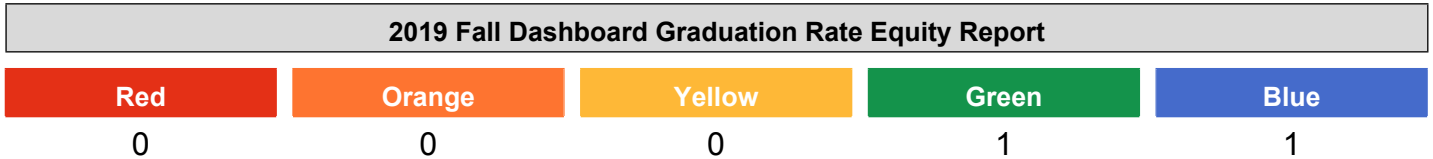
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>92.5</p> <p>Declined -1.6</p> <p>107</p>	<p>English Learners</p> <p>No Performance Color</p> <p>88.2</p> <p>17</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>93</p> <p>Maintained +0.7</p> <p>71</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 94.4 Increased +2.4 54	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 Blue 95.4 Declined -2 43

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
94.1	92.5

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance






This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report











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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 4.1 Declined Significantly -3.7 441	 Orange 8.2 Increased +4.2 49	 No Performance Color Less than 11 Students - Data Not 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 Green 4.4 Declined Significantly -3.5 249	 Yellow 6.8 Declined -5.9 59

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #d9e1f2; padding: 2px; display: inline-block; margin: 5px 0;">7.7</div> 13	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #d9e1f2; padding: 2px; display: inline-block; margin: 5px 0;">4.1</div> Declined -1.4 196	 No Performance Color <div style="background-color: #d9e1f2; padding: 2px; display: inline-block; margin: 5px 0;">3.6</div> Declined -11.4 28	 No Performance Color Less than 11 Students - Data 1	 Green <div style="background-color: #d9e1f2; padding: 2px; display: inline-block; margin: 5px 0;">4</div> Declined Significantly -4.1 198

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.7	4.1

Conclusions based on this data:

1. RVHS continues to have a low suspension rate
2. The English Learner subgroup has the largest percentage of suspension rates

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Priority 1 - Basic Services

LEA/LCAP Goal

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

Goal 1

Support Learning for the 21st Century

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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide, Maintain and Support Chrome Labs

Task:

Maintain 9 portable chromebook labs and 2 mini portable chromebook lab for teachers to utilize in implementing California Common Core State Standards. Add additional chromebook to campus to replace lost or damaged books during pandemic. Provide 1 to 1 access to chromebooks.

Measures:

Classroom observation, inventory, check out process.

People Assigned:

Administration Teacher Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13,000.00

Source(s)

Discretionary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Purchase Catapult Emergency Response System

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

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

Amount(s)

0

Source(s)

Donations

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

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

Measures:

Meeting agendas classroom lesson plans People Assigned: Nami Club
Leadership class Advisor
Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Priority 2 - Implementation of State Standards

LEA/LCAP Goal

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.

Goal 2

Common Core Standards

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. In addition, RVHS will address programs to mitigate learning loss during the global pandemic. All students will baseline test in Measures of Academic Testing in Math and ELA in the fall of 2021. Each grade level will test 3 times a year. Objective: Decrease number of students in Lo band by 10% and increase number of students in Hi band by 10% in each grade level for both ELA and Math

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.

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

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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

CTE Students

Strategy/Activity

Implement Common Core and CTE State Standards

Task:

RVHS will continue the implementation of Academic Conversations. Trainings of staff will continue and all teachers will have the opportunity to visit one classroom each quarter. Level of Academic Conversations in each classroom will be increased.

Measures:

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

People Assigned:

All Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000.00

Discretionary

Materials and Supplies

1,000.00

Discretionary

Substitutes to provide release time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide Classroom Teachers with a Supply Budget

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

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

Amount(s)

5,800.00

Source(s)

Discretionary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide Teachers with Opportunities to Attend Professional Development Conferences

Task:

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

Measures:

Registration forms Conference agendas Reporting

People Assigned:

Principal Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,400.00

Source(s)

Discretionary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

RVHS will provide district sponsored summer school for: credit recovery, ELA and Math Academies, CTE Academies, and after school assignment assistance in the fall of 2021.

Task:

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

Measures:

Attendance, grades, credits, transcripts

People Assigned:

Administration
School Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Priority 3 - Parent Involvement

LEA/LCAP Goal

Provide meaningful and varied opportunities for parents to be involved with supporting their child's academic achievement.
Foster a school and district culture that ensures academic/social and emotional well-being for all students

Goal 3

Increase Opportunities for Parents to Support Students

Identified Need

Goal Statement:

RVHS will implement multiple forums for involving parents in student and school activities. During the 2000-21 school year 38% of RVHS families participated in 3 or more student and school activities. RVHS will strive towards 50 % of families participating in 3 or more student or school activities.,

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

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

LCAP Meetings, surveys, parental input.

Strategy:

Continue to provide and implement new communication tools 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..

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Create Multiple Parent Forums

Task:

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

Measures:

Agendas and minutes from various committees.

People Assigned:

Administration Counselor Teachers Athletic Director
Athletic Coaches

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,500.00

Discretionary

Postage and Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Utilize Technology To Increase Parental Communication

Task:

RVHS will continue to implement a web based program for grades and reporting to keep parents informed weekly regarding student progress. 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, Remind 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

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

Amount(s)	Source(s)
3,000.00	Site Supplemental & Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Refine a Pre-registration Process at RVHS

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 2021-22 school year will be complete by March 2021. 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

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

Amount(s)	Source(s)
1,000.00	Discretionary Supplies
2,000.00	Site Supplemental & Concentration Supplies

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Priority 4 - Pupil Achievement

LEA/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

Goal 4

Improve Student Achievement and Behavior While Eliminating disproportionality Among Subgroups

Identified Need

Goal Statement:

By June 2022 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, less than 5% of both the 11th and 12th grade classes will have students enrolled in credit recovery classes. All RVHS students will be encouraged to enroll and complete A-G Requirements.

Area of Improvement #2 Focus on improving achievement and proficiency in ELA and Math Area of Improvement #4 Develop a data analysis system to drive instruction and monitor growth

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

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

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?

in 2019-20 school year 59% of students in Block A Term 1 were on the Honor Roll, Block A Term 2 63 % and Block B Term 1 62%. 42% of the Class of 2020 were A - G ready. However, we know that the global pandemic caused a large decline in both passing classes and grades. 2021-22 school year will focus on improving grades, remediating learning and grades, and continual improvement of students who are A - G Ready

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Develop a data analysis system

Task:
Rio Vista High School needs to develop a collaborative structure, a comprehensive, detailed, and realistic strategic plan, and allocate sufficient resources to facilitate the use of data to drive instruction and monitor growth and to effectively communicate data and analysis of data to all stakeholders. In addition, Rio Vista High School needs to initiate a systemic and sustainable means to identify at-risk students and provide targeted interventions, and monitor their progress.

Measures:
Master schedule, class registration, student, visitations, parent,s, teachers input.

People Assigned:
Administration
Counselor
Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded
	Materials and supplies
4000.00	Discretionary
	Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Algebra Students

Strategy/Activity

Provide an Algebra Support Class and a Math Lab Course

Task:

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

Measures:

Pass rate Algebra Support and Algebra 1 Class.

People Assigned:

Administration
Special Education Department
Math Department

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

Discretionary

Conferences and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ELL Students

Strategy/Activity

Provide Year Block of English Language Development. Two teachers will be scheduled for ELD instruction in the same period to differentiate instruction by levels. Improve EL redesignation rate by 10% and increase EL students from Level 1 (standard not met) to Level 2 (standard nearly met).

Task:

Students scoring 1, 2, 3 on ELPAC test will receive a year long block of English Language Development to increase their ELA skills.

Measures:

Reclassification status of students. ELA passing rates of ELL Students. People Assigned:

Administration Counselor
ELA/ELD Department

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

Site Supplemental & Concentration

Materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Graduating Seniors

Strategy/Activity

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

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

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

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

Class of 2015 50% completed all A-G courses for CSU/UC.

Class of 2016 39% completed all A-G courses for CSU/UC.

Class of 2018 41% completed all A-G courses for CSU/UC

Class of 2019 52% completed all A-G courses for CSU/UC

Class of 2020 42% completed all A-G courses for CSU/UC

Class of 2021 is projected to have 51% A-G courses for CSU/UC

People Assigned:

Administration

Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

A

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Site Supplemental & Concentration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Priority 5 - Pupil Engagement

LEA/LCAP Goal

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

Goal 5

Offer Enhanced Educational Opportunities

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. Area of Improvement #1 Expand mental health resources and partnerships to support students Area of improvement #5 Initiate a system to identify at risk students and provide target instruction

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

Course registration, 8th grade parent night, student six year plans, principal observations, walk throughs, 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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support AVID Site Team

Task:

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

Measures:

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

People Assigned:

AVID site team

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide CTE Pathways for Students., 60% of the Class of 2021 were CTE completers. Increase CTE completers in Class of 2022 by 5%.

Task:

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

Measures:

Classroom syllabi, class enrollments and CTE Pathway completers.

People Assigned:

CTE Teachers Counselor Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

400.00

Source(s)

Site Supplemental & Concentration

Materials, supplies, conferences

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Support Student Math and Writing Center

Task:

RVHS 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

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

Amount(s)

1,500.00

Source(s)

Discretionary

Substitutes, Supplies and Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Support Extracurricular Activities

Task:

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

Measures:
Student Enrollment.

People Assigned:
Athletic Director Teachers Administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
80,000.00	Lottery: Unrestricted Stipends, transportation, officials, dues, competitors, and events

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide Student Access to PSAT and SAT Test on Campus

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

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

Amount(s)	Source(s)
500.00	Discretionary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

More Radio Rio Access

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP Priority 6 - School Climate

LEA/LCAP Goal

Foster a school and district culture that ensures academic/social and emotional well-being for all students
Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready

Goal 6

Provide a Safe and Secure Environment

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. No more than 10% of student population will receive 2 or more detentions.

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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Support Student Showcases

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

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

Amount(s)

2,000.00

Source(s)

Discretionary

Student Showcase

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide Effective Communication Systems

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

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

Amount(s)	Source(s)
0.00	Discretionary Supplies, Materials, Conferences and Substitutes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Improve and Maintain Facilities and Campus Beautification

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 ataff schedules, AED log.

People Assigned: Administration
Maintenance staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Improve Student Attendance and Decrease Student Tardies

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

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

Amount(s)

1,000.00

Source(s)

Discretionary

Rewards and substitutes

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Athletes

Strategy/Activity

Support Academic All League Players in Grades 9 -12

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Implement and Expand the Wellness Center on Campus

Task:

School will continue development and expansion 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

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

Amount(s)

0.00

Source(s)

Donations

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide Programs to Address Social and Safety Issues on Campus

Task:

Provide instructional time and programs that address both on campus and social bullying for students, teachers, and parents. Provide instructional time and programs that address tobacco, alcohol, and drug use in young adults for students teachers, and parents
Provide Family Life Program for all 9th grade students. Investigate alternative discipline strategies in resolving issues.

Measures:

Panorama and WASC survey, suspension, and counseling referrals.

People Assigned:

Administration Counselor Nurse

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	Discretionary Programs, speakers, and conferences

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide Additional Security on Campus

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

Proposed Expenditures for this Strategy/Activity

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

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

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

Goal Subject

LCAP Priority 7 - Course Access

LEA/LCAP Goal

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

Goal 7

Provide Necessary Skills to Pursue Career/Technical and/or Post Secondary Education

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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support the VAPA Program

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

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

Amount(s)

1,000.00

Source(s)

Discretionary

Materials, Supplies, Conferences and Substitutes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Continue to Support Pathways

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

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

Amount(s)

5,000.00

Source(s)

Site Supplemental & Concentration

Materials and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Increase Student Access to Post Secondary/Career Options

Task:

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

Measures:

Calendar of presentations and visits.

People Assigned:

Administration Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Discretionary

Visitations, Guest Speakers, Field Trips

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Continue to Support Agriculture Program

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

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

Amount(s)	Source(s)
5,000.00	Agricultural Career Technical Education Incentive Travel and Conference
10,000.00	Agricultural Career Technical Education Incentive Supplies

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$155,100.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
Agricultural Career Technical Education Incentive	\$15,000.00
Discretionary	\$42,700.00
Donations	\$0.00
LCFF - Supplemental	\$2,000.00
Lottery: Unrestricted	\$80,000.00
Site Supplemental & Concentration	\$15,400.00

Subtotal of state or local funds included for this school: \$155,100.00

Total of federal, state, and/or local funds for this school: \$155,100.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Agricultural Career Technical Education Incentive	15,000.00
Discretionary	42,700.00
Donations	0.00
LCFF - Supplemental	2,000.00
Lottery: Unrestricted	80,000.00
Site Supplemental & Concentration	15,400.00

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Agricultural Career Technical Education Incentive	15,000.00
	Discretionary	42,700.00
	Donations	0.00
	LCFF - Supplemental	2,000.00
	Lottery: Unrestricted	80,000.00
	Site Supplemental & Concentration	15,400.00

Expenditures by Goal

Goal Number

Total Expenditures






Goal 1
Goal 2
Goal 3
Goal 4
Goal 5
Goal 6
Goal 7







13,000.00
12,200.00
7,500.00
12,000.00
84,400.00
5,000.00
21,000.00

School Site Council Membership

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

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

Name of Members	Role
Kristy Apple 	Principal <input checked="" type="checkbox"/> Classroom Teacher Other School Staff Parent or Community Member Secondary Student
Jay Forbes 	Principal Classroom Teacher Other School Staff <input checked="" type="checkbox"/> Parent or Community Member Secondary Student
Rick Vieira 	Principal Classroom Teacher Other School Staff <input checked="" type="checkbox"/> Parent or Community Member Secondary Student
Colin Lira 	Principal Classroom Teacher Other School Staff Parent or Community Member <input checked="" type="checkbox"/> Secondary Student
Susan Dole 	Principal Classroom Teacher Other School Staff <input checked="" type="checkbox"/> Parent or Community Member Secondary Student

<p>Maria Delk</p> 	<p>Principal Classroom Teacher Other School Staff <input checked="" type="checkbox"/> Parent or Community Member Secondary Student</p>
<p>Ann Arroyo</p> 	<p>Principal Classroom Teacher <input checked="" type="checkbox"/> Other School Staff Parent or Community Member Secondary Student</p>
<p>Victoria Turk</p> 	<p><input checked="" type="checkbox"/> Principal Classroom Teacher Other School Staff Parent or Community Member Secondary Student</p>
<p>Michelle Bowers</p> 	<p>Principal Classroom Teacher Other School Staff <input checked="" type="checkbox"/> Parent or Community Member Secondary Student</p>
<p>Michael Porter</p> 	<p>Principal <input checked="" type="checkbox"/> Classroom Teacher Other School Staff [_] Parent or Community Member Secondary Student</p>
<p>Kelli Mahoney</p> 	<p>Principal <input checked="" type="checkbox"/> Classroom Teacher Other School Staff Parent or Community Member Secondary Student</p>

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

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

Attested:

Principal, Victoria Turk on

Victoria Turk 6/10/21

SSC Chairperson, Kristy Apple on

Kristy Apple 6/10/21

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mokelumne Continuation High School	34674133430550	May 28, 2021	

Purpose and Description

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

The purpose of the School Plan for Student Achievement (SPSA) is to coordinate all educational services at each school site. The SPSA addresses how funds provided to the school, both schoolwide programs and Comprehensive Support and Improvement (CSI), will be used to improve academic, social-emotional and behavioral outcomes for all students. The SPSA is developed annually and reviewed and approved by the School Site Council (SSC) and the County Board of Education. The goals of the SPSA are aligned with the Local Control Accountability Plan (LCAP).

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 has been directly aligned with the LCAP to meet ESSA requirements. This has been done by completing a school level needs assessment which has led to the use of evidence based interventions and assuring all state indicators are addressed, including student performance against state-determined long-term goals. It has been identified that no resource inequities exist.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parents surveys were sent home to obtain feedback to revise the Title I plan. Some of their feedback was to continue to support the students who need an alternative placement to academically recover and meet graduation requirements.

Classroom Observations

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

The class observations are done formally and informally. Teacher is provided with written and oral feedback.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The assessments used for this alternative high school are as follow;

1. Curriculum Imbedded Assessments (Odysseyware Online Curriculum)
2. District Benchmark Assessments - MAP
3. SBAC when applicable (Before COVID)
4. ELPAC Assessment for English Language Learners

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

Teacher uses student data on a daily basis as the online curriculum provides graphics for students to monitor themselves and allow teachers quick access to student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The teachers at Mokelumne High School and River Delta Community Day School meet the requirements for highly qualified staff.

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

Teachers have multiple opportunities for professional development that will provide additional support with the social emotional needs of the students.

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

Teachers have been trained to teach to the state standards using the online curriculum.

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

Teachers are paired up to support each other to better help the students in this alternative setting.

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

Teacher collaboration has been ongoing between the Mokelumne teacher and the River Delta Community Day School teacher. Both of these teachers also collaborate with support staff, support specialists, and administration.

Teaching and Learning

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

The curriculum that is used in these two alternative placements is the Odysseyware online program that is aligned to the state standards.

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

Reading is always encouraged in the classroom even if this is not a K-8 setting, this program is designed for students in grades 11 and 12. These students are given the opportunity to use the county library to read books or when a book that goes with one of their courses needed.

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

Students and staff review the transcripts to help students create a pacing schedule to complete the necessary courses.

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

All curriculum is aligned to state standards.

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

All students attending Mokelumne and River Delta Community Day have access to their courses via school Chromebooks.

Opportunity and Equal Educational Access

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

The students at these two alternative schools require transportation as many of them come from different places in the district. Providing transportation for these students provides an opportunity to grant have access to their education.

Evidence-based educational practices to raise student achievement

The students who attend Mokelumne High and River Delta Community Day are placed here for credit recovery. Approximately 95% of the students who transfer complete their graduation requirements or transfer back to their school of residence.

Parental Engagement

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

Mokelumne High and River Delta Community Day schools have a small number of students, and the advantage of receiving increased support. There is always an open line of communication between the students, parents and staff. T

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

Parents, students and staff meet to discuss student plan and how to best support students.

Funding

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

School Site Council.

Fiscal support (EPC)

District provides fiscal support.

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 SPSA and Title 1 plan are reviewed and updated yearly through formal and informal meetings with staff, administration and parents. All feedback is gathered and implemented by the plan in order to make continuous academic improvement.

Resource Inequities

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

Our District serves approximately 2383 students in the Transitional kindergarten through twelfth grades. 2018-2019 was the last CAASPP assessment administered due to COVID-19 school closures. 44.03% of the students met or exceeded standards in English Language Arts and 31.46% of students met or exceeded standards in Math on the SBAC scores. The SBAC score break down is not always reported as many of the high school students do not take this assessment. 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 the programs offered during school day. The student numbers fluctuate due to the nature of this credit recovery program. Our commitment to our students requires involvement and collaboration to direct the focus on special education, regular education, and after school services aimed at serving all students through the integration of the student population model. All students with IEPs and 504s receive services in the general education setting on an individual basis in the form of "push in" or "pull out" minutes. Additionally, students without IEPs also receive services from staff members traditionally known as resource specialists or instructional assistants in the regular education classroom.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	%	0%			0
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	69.23%	57.14%	68.42%	9	8	13
Pacific Islander	%	%	0%			0
White	23.08%	28.57%	26.32%	3	4	5
Two or More Responses	7.69%	%	5.26%	1		1
Not Reported	%	14.29%	0%		2	0
Total Enrollment				13	14	19

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 11	4	6	10
Grade 12	9	8	9
Total Enrollment	13	14	19

Conclusions based on this data:

1. Student enrollment in these two alternative programs is constantly changing due the nature of the programs. The numbers specifically change at end of a quarter, semester, or beginning of the school year. The students are mainly referred to these settings to recuperate credit deficiencies in order to graduate or return to their school of residence.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	5	5	8	38.5%	35.7%	42.1%
Fluent English Proficient (FEP)	2	0	4	15.4%	0.0%	21.1%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. Students at Mokelumne High School and River Delta Community Day who are classified as EL at this level have a difficult time meeting the RFEP requirements. Many of the students struggle to perform well on this assessment.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*			
All	*	*	*	*	*	*	*	*	*			

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Not enough significant data.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*			
All	*	*	*	*	*	*	*	*	*			

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Not enough data.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 10		*		*		*		*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							*	5

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*		*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		*	*	*	*	*		*	*	*
All Grades		*	*	*	*	*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

- No data available.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
14	78.6	35.7	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	35.7
Homeless	1	7.1
Socioeconomically Disadvantaged	11	78.6
Students with Disabilities	4	28.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Hispanic	8	57.1
White	4	28.6






Conclusions based on this data:

1. The total enrollment of 14 was taken from CBEDS. There is a high percentage of students who are socioeconomically disadvantaged and receive free or reduced lunch.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>No Performance Color</p>	<p>Graduation Rate</p>  <p>No Performance Color</p>	<p>Suspension Rate</p>  <p>No Performance Color</p>
<p>Mathematics</p>  <p>No Performance Color</p>		
<p>College/Career</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. No data available.

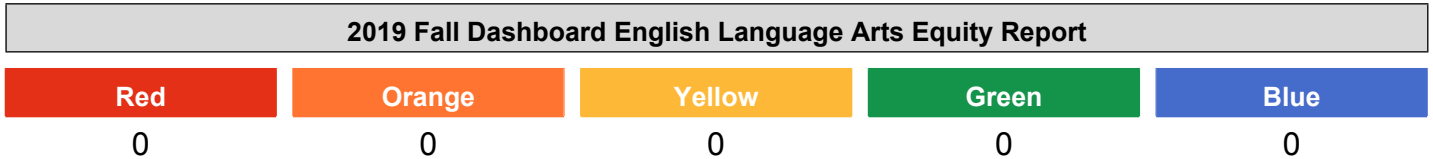
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>0 Students</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	0 Students	Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

1. No data available.

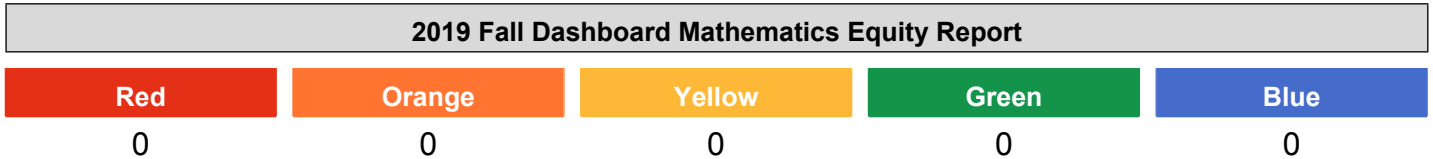
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	English Learners No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Foster Youth
Homeless	Socioeconomically Disadvantaged No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

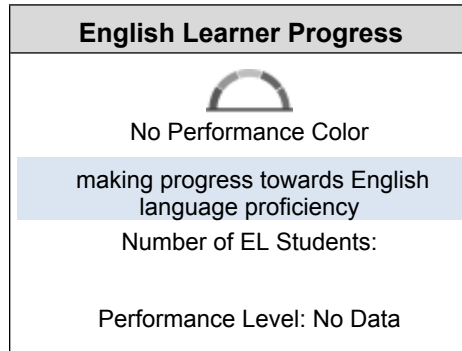
1. No data available.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. No data available,

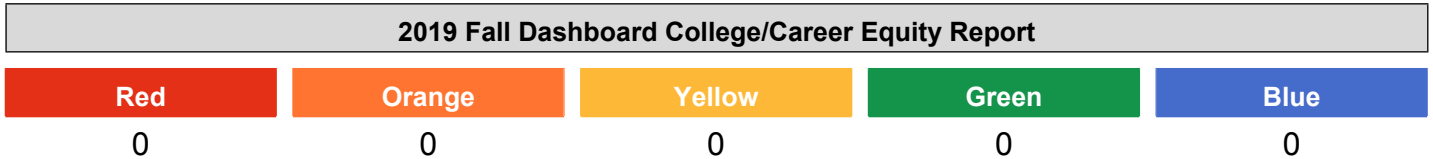
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Foster Youth</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>
<p>Homeless</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
0 Prepared	Prepared	Prepared
0 Approaching Prepared	Approaching Prepared	Approaching Prepared
0 Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- No data available.

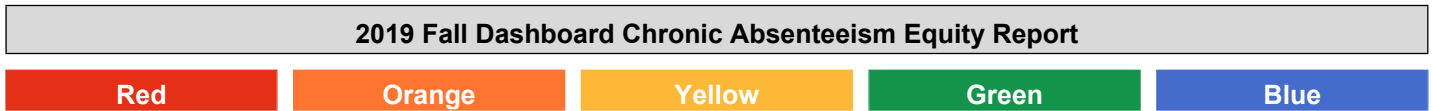
School and Student Performance Data

Academic Engagement Chronic Absenteeism

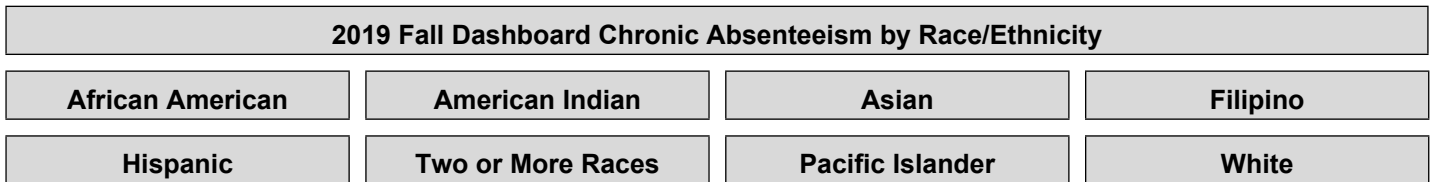
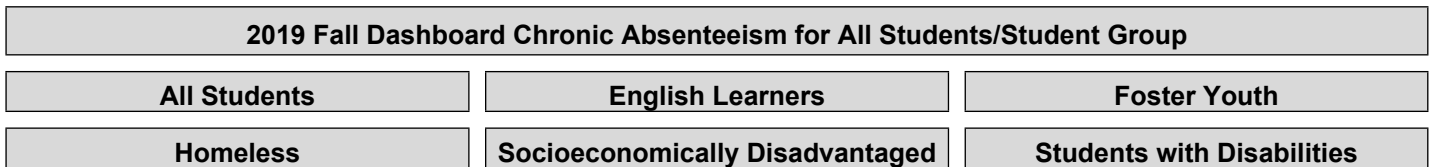
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1. No data available.

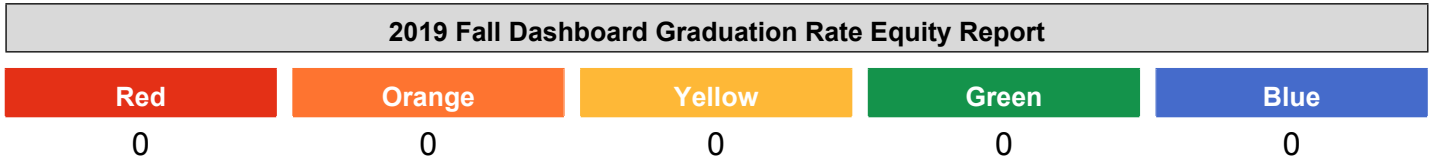
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p>English Learners</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p>Foster Youth</p>  <p>No Performance Color 0 Students</p>
<p>Homeless</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1. No data available.

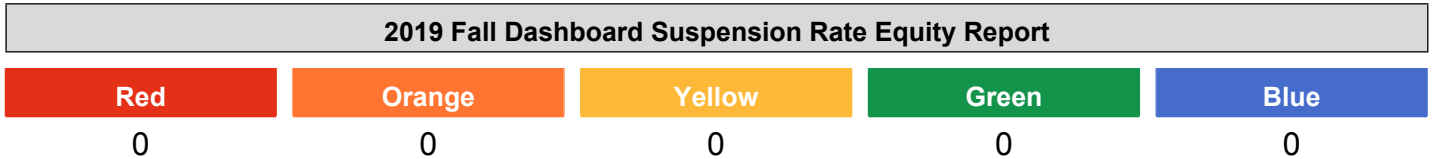
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 4.8 Increased +0.6 21	 No Performance Color Less than 11 Students - Data Not 7	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 3	 No Performance Color 5.9 Increased +0.9 17	 No Performance Color Less than 11 Students - Data Not 7

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 7.1 Maintained 0 14	 No Performance Color Less than 11 Students - Data 2		 No Performance Color Less than 11 Students - Data 4

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.2	4.8

Conclusions based on this data:

- Not enough significant data.
- Students who are referred to River Delta Community Day School have gone through the Expulsion process, referred through SARB, or have violated multiple behavior contracts at their school of residence.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve and support student learning to close achievement gap and address learning loss

LEA/LCAP Goal

Basic Intervention and Learning Loss

Goal 1

Mokelumne High School will provide students with access to individual licenses for standard based online program to complete graduation requirements and graduate or return to their school of residence at 80% accuracy.

Identified Need

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

- Completed online courses from each students
- Number of students completing their graduation requirements
- Collaboration meetings with staff
- Number of students going back to their school of residence.

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

- Print student progress reports on a regular basis.
- Communicate with parents on a regular basis regarding student progress.
- Individual learning plan with an outline of courses needed while at Mokelumne.

Strategy:

- Create a four year learning plan for each student to ensure they meet the graduation requirements.
- Schedule presentations with guest speakers who provide information to address college and career readiness.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Differentiated Instruction

Strategy/Activity

Activity/Task:

- Differentiated instruction will be utilized to meet the educational needs of the students during completion of their online courses.
- Each student will meet with staff on a regular basis to make sure students are on track for graduation.
- Staff and student will create a learning plan to determine the credits needed for graduation.
- Students will have guest speakers present on how to apply for college, how to apply for a job, and how to prepare for a job.
- Staff and student will review transcript and Odysseyware courses together at least 2-4 times a year to determine each student need.
- Provide information on FAFSA for all students who will be graduating at end of the school year.
- Mokelumne will continue to maintain Chromebooks and devices up to date (one per student).

Measures:

- Courses completed on Odysseyware per student
- Parent contacts
- Number of guest speakers
- Student meetings and visuals for students
- Odysseyware progress reports
- Progress report cards
- Number of students graduating and/or returning to their school of residence.

People Assigned:

- Principal
- Teachers/Staff
- DataPath

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I Technology Upgrade/Repair

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Activity/Task:

- Students will complete the MAP assessments twice a year per district timeline.
- Provide appropriate ELD instruction to those students who need it.

- Use the district approved English 3D curriculum to provide ELD instruction.

Measures:

- Lesson Plans
- MAP reports
- Number of students participating in ELD
- Student meetings and visuals for students

People Assigned:

- Principal
- Teachers/Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Activity/Task:

- Mokelumne High will use the online Odysseyware curriculum that is used for credit recovery in the district.
- Teachers will use the curriculum embedded assessments in both textbook material and Odysseyware courses.
- Mokelumne High will provide all necessary components of core curriculum so that teacher will have all necessary resources for all students.
- Teacher will schedule meetings or class lessons with our district TOSA that incorporate programs and/or technology to enhance student learning.

Measures:

- Textbook inventory
- Odysseyware reports
- Curriculum-embedded test scores

People Assigned:

- Principal
- Teacher/Staff
- TOSA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200.00

Source(s)

Title I

Supplemental Materials for Math

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Schoolwide

Strategy/Activity

Task/Activity:

- Staff at Mokelumne will use results of student assessments from MAP, all online courses, programs and textbook curriculum to determine student proficiency levels.
- Staff will provide necessary modifications for further instruction or intervention.
- Staff will share data on their progress with the students on weekly basis.
- Staff will maintain a track record of each student's progress toward course completing on their master agreements and provide progress reports.

Measures:

- Printed reports on student progress
- Report Cards
- Progress Reports

People Assigned:

- Principal
- Teacher/Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Promoting a Healthy Life Style

Strategy/Activity

Task/Activity:

- All students will participate in Physical Education class on a regular basis.

- Teacher will promote a healthy lifestyle and assign Health class through Odysseyware to students who require additional support.
- Students in PE class will show improvement in their physical education skills and abilities.
- Students will be educated on the effects of alcohol, tobacco, vaping, and drug abuse.
- Students will be educated on human sexuality and nutrition.
- Students needing elective credits will participate in PE Classes.

Measurement:

- Lesson Plans
- Student Physical Fitness Tests
- Student participation in PE class
- Grades from Health course
- Parents will be notified when sensitive topics are taught in class.

People Assigned:

- Teacher/Staff
- Principal
- School nurse

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200.00

Source(s)

Discretionary

Physical Education Equipment & Supplies

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

At-Risk Youth

Goal 2

Mokelumne High will create a class environment where students feel comfortable and safe to attend school on a regular basis.

Identified Need

Schoolwide

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

- Attendance Reports
- Course completion rate
- Suspension records / Discipline referrals
- Transcripts

What process will you use to monitor and evaluate data?

- Staff will be trained in asset building for at-risk youth.
- Staff will be trained to provide resources to address the students with social emotional concerns.
- Teachers will make sure students are made aware of classroom expectations and be held accountable for their behavior.
- Levels of student involvement and ownership of grades and behavior.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Schoolwide

Strategy/Activity

Task:

Because of the constant change in student population throughout the school year, and because

much of the student learning is individualized, there is a need for minimal disruptions in the classroom. Therefore, staff will:

- Post behavior expectations in the classroom.
- Principal addresses expectations with parent and student during the initial meeting.
- Send home a copy of the school policies and discipline guidelines.
- Hold students accountable for their behavior.
- Provide incentives for those students who meet behavior expectations.

Measures:

- Number of suspensions
- Number of referrals to the office
- Number of students receiving incentives for positive behavior.

People Assigned:

- Principal
- Teacher/staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200.00

Source(s)

Lottery: Unrestricted

Incentives for students who meet behavior expectations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Community Relations

Strategy/Activity

Task:

- Due to some concerns by community about Mokelumne students' behavior the staff will continue to do the following:
- Supervise the students at all times.
- Walk students to the library on scheduled times and supervise them during the visit.

Measures:

- Letter, phone call home or email to parents
- Input from community members including library staff

People Assigned:

- Teacher/Staff

- Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Social Emotional

Strategy/Activity

Task/Activity:

- Teacher will make the necessary referrals to the principal for students to receive counseling or for Access Referrals.
- The Bates counselor will check-in with the students who are referred for immediate assistance.
- The principal will also make necessary referrals to make sure students are emotionally stable.
- Make referrals to Rio Vista Care when needed.
- Provide staff with the opportunities to participate in professional development that targets this student populations including Trauma informed schools, understanding property and/or anything associated with mental health.

Measures:

- Number of referrals to counseling agencies
- Number of referrals to the Bates counselor.
- Number of discipline referrals
- Professional Development Opportunities

People Assigned:

- Teacher/staff
- Bates counselor
- Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

300	Title I
-----	---------

	Substitute for teacher to participate in a PD regarding mental health
500.00	Discretionary Professional Development for Teacher regarding mental health

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

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

Goal 3

100% percent of the parents/guardians will participate in at least one of the school events to support their student and their academic achievement.

Identified Need

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

- District's LCAP goals stating the variety of opportunities for parents to participate for parents to be involved.
- The ongoing effort to get parents involved in their student's education.

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

- Have a student contact log to keep track the number of times parent and staff communicate
- Number of parents signing in at the school to speak to principal or teacher.

Strategy:

- Continue with having teacher make a positive call once a week and maintain a log.
- Have informational days/nights for parents regarding FAFSA, College applications, graduation requirements, and other career readiness.
- Encourage parents to participate in the college campus visits.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Schoolwide

Strategy/Activity

Task/Activity:

- Mokelumne high school will schedule a campus visit to help students explore some college and career options and invite parents to participate.
- Have presentations for parents on FASFA, college application and career options, so they can help their students complete the forms.

- Teacher will continue to communicate with the parents; via positive call per week.
- Provide an informational evening for parents to learn how to access student progress from the online program.
- Schedule parent, teacher, student and principal meetings as often as needed to address any concerns regarding the student learning plan.

Measures:

- Number of parents participating in the school events
- Sign-in sheets for parents
- Agendas and PowerPoint presentation
- Teacher positive call logs and communication logs

People Assigned:

- Teachers/Staff
- Guest Speakers
- Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

Title I

Pay for Bus to transport students to two college campuses.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,900.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$2,000.00

Subtotal of additional federal funds included for this school: \$2,000.00

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

State or Local Programs	Allocation (\$)
Discretionary	\$700.00
Lottery: Unrestricted	\$200.00

Subtotal of state or local funds included for this school: \$900.00

Total of federal, state, and/or local funds for this school: \$2,900.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Discretionary	700.00
Lottery: Unrestricted	200.00
Title I	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Discretionary	700.00
	Lottery: Unrestricted	200.00
	Title I	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	900.00
Goal 2	1,000.00
Goal 3	1,000.00

School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 2 Other School Staff
- 1 Secondary Students

Name of Members	Role
Maria Elena Becerra	Principal
Gregory Davis	Classroom Teacher
Lisa Mitchell	Other School Staff
Hailey Kennedy	Secondary Student
Shane Cooper	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2021.

Attested:



Principal, Maria Elena Becerra on May 28, 2021



SSC Chairperson, Gregory Davis on May 28, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Nicole Latimer, Chief Educational Services Officer

Item Number: 10.4

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

SUBJECT:

Request to approve the Independent Contract for Services Agreement with Rio Vista CARE for the 2021-2022 school year at a cost not to exceed \$10,000.

BACKGROUND:

Rio Vista CARE offers licensed clinicians to provide therapy at all of the River Delta USD schools.

STATUS:

This is a renewal agreement. The 2020-2021 contract was \$10,000. The 2021-2022 contract is not to exceed \$10,000.

PRESENTER: Nicole Latimer, Chief Educational Services Officer

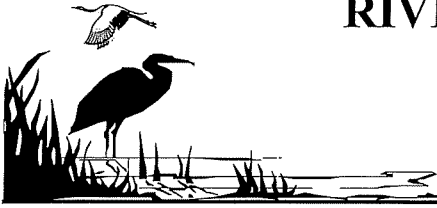
OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$10,000 paid by Special Education Mental Health and LCFF funds

RECOMMENDATION:

That the Board approve the Independent Contract for Services Agreement with Rio Vista CARE for the 2021-2022 school year at a cost not to exceed \$10,000

Time allocated: 2 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
www.riverdelta.k12.ca.us

INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

THIS AGREEMENT is entered into by and between the River Delta Unified School District hereinafter referred to as "DISTRICT," and Rio Vista CARE , hereinafter referred to as "CONSULTANT."

IT IS HEREBY MUTUALLY AGREED that Consultant will provide services under the following terms and conditions:

1. TERM: The term of this agreement is from July 1, 2021 through June 30, 2022 . Extension or renewal requires approval of DISTRICT or authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the agreement without approval of the DISTRICT or authorized representative.

This agreement may be terminated with 60 days advance written notice by either party. In the event of termination for cause, CONSULTANT need be compensated only to the extent required by law.

2. CONSULTANT SERVICES: CONSULTANT agrees to perform, during the term of this agreement, the tasks obligations and services detailed as follows: To provide licensed counseling services for district students.

3. PAYMENT FOR SERVICES: CONSULTANT shall receive compensation at the rate of:

\$ per day week month year or per hour

OR

for a total cost not to exceed \$ 10,000.

In the event the CONSULTANT is required to travel outside Solano, Yolo or Sacramento Counties at the request of the DISTRICT, it is agreed that actual and necessary expenses incurred while performing such services shall be reimbursed. All payments will be based on invoices submitted to DISTRICT by CONSULTANT and approved by DISTRICT'S authorized representative. The CONSULTANT shall provide an itemization of costs on submitted invoice.

4. RECORDS: CONSULTANT will maintain full and accurate records in connection with this agreement and will make them available to DISTRICT for inspection at any time. CONSULTANT'S work product produced under this agreement shall be the property of DISTRICT and cannot be used without permission of same.
5. STATUS OF CONTRACTOR: DISTRICT and CONSULTANT agree that CONSULTANT, in performing the services specified in this agreement, shall act as an independent contractor and shall have control of all work and the manner in which it is performed. CONSULTANT shall be free to contract for similar service to be performed for other employers while under the contract with DISTRICT; CONSULTANT will not accept such engagements which interfere with performance under this agreement. CONSULTANT is not entitled to participate in any pension plan, insurance, bonus or similar benefits the DISTRICT provides for its employees. The CONSULTANT is not authorized to carry out any official act of the DISTRICT that is required to be done by an employee or office of the DISTRICT.
6. HOLD HARMLESS AND INDEMNIFICATION: CONSULTANT agrees to abide by the *Hold Harmless and Indemnification Agreement* attached to and made a part of this contract.

Independent Contractor Agreement

Page 2

7. COMPLIANCE WITH LAWS: CONSULTANT shall comply with all applicable federal, state and local laws, rules,

Creating Excellence To Ensure That All Students Learn

Bates School Isleton School Walnut Grove School Delta High School Wind River School
Clarksburg Middle Riverview Middle D.H. White Elementary Rio Vista High School Mokelumne High School
River Delta High/Elementary School River Delta Community Day School.....Delta Elementary Charter School

regulations and ordinances involving its employees, including workers' compensation and tax laws.

- 8. **CONFLICTS OF INTEREST:** Consultants are responsible for complying with the Regulations of the Fair Political Practices Commission, Title 2, Division 6, California Code of Regulations and may be required to file an annual Form 700 Conflict of Interest Statement of Economic Interests (as required following the passage of the Political Reform Act Government Code Section 81000, et seq.) (attached to and made a part of this contract).

The Superintendent may determine in writing that a particular consultant is hired to perform a range of duties that are limited in scope and, thus, is not required to comply fully with the disclosure requirements described in those Sections cited above. The Superintendent's determination is a public record and shall be retained for public inspection in the same manner and location as the Conflict of Interest Code Form 700 Statements of Economic Interest. In addition, if the contract itself contains Conflict of Interest/Statements of Economic Interest Disclosures, the consultant is not required to re-file with the district annually.

- 9. **MODIFICATION OR ASSIGNMENT:** This agreement may not be assigned by either party without express written consent to the other. No modification shall be effective unless approved in writing by DISTRICT or authorized representatives.

CONTRACTOR/CONSULTANT:

RIVER DELTA UNIFIED SCHOOL DISTRICT:

Rio Vista CARE

Printed/Typed Name _____ Date _____

Requested By _____ Date _____

Social Security Number/Federal Tax ID Number _____

Approval Signature _____ Date _____

Address _____ State _____ Zip _____

Budget Code (Name & Coding) _____

Contact Phone and Email _____

Board of Trustees Action _____ Date _____

Signature (Contractor/Consultant Authorized Representative)

Consultant must answer the two questions below:

- 1. Are you presently or have you been a member of PERS or STRS?
PERS: Yes _____ No _____
STRS: Yes _____ No _____
- 2. Are you presently an employee of River Delta Unified School District? Yes _____ No _____

This contract is not valid nor an enforceable obligation against the District until approved or ratified by the Board of Trustees, duly passed and adopted.

Creating Excellence To Ensure That All Students Learn

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2020

Attachments: X

From: Vina Guzman, Interim Chief Business Officer

Item Number: 10.5

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

SUBJECT:

Request to Pre-Approve the 2021-22 ASB, Booster Club, PTC and PTA Fundraisers

BACKGROUND:

Every year River Delta's School sites encourage the various student ASB clubs and parent organizations to raise funds to further and enhance the educational experience. Starting in Fiscal Year 2015-16 all ASB fundraisers were required to be preapproved through the district office and presented to the Board for final approval prior to the event.

In order to streamline the process and still comply with set procedures, the sites are submitting a list of fundraisers that they intend to hold throughout the coming fiscal year.

STATUS:

Generally, these fundraisers are held annually. The fundraisers have received a cursory review with pre-approval from the district office and is seeking approval from the Board.

As each fundraising event approaches, the sites will continue to submit an individual request form with all required signatures for final district office approval prior to the event, as required for ASB clubs. Parent organizations do not have the same requirements as ASB and this approval is currently all the district is requiring.

PRESENTER:

Vina Guzman, Interim Chief Business Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

Not Applicable

RECOMMENDATION:

That the Board approves the 2021-22 Fundraiser pre-approval lists as presented.

Time allocated: 3 minutes

**River Delta Unified School District
Fund Raiser Pre-Approval list
ASB - Athletics - FFA**

School site: *Delta High School*
Fiscal Year: *2021-22*

ASB Club	Activity	Net Profit
ASB	Sale of spirit buttons/spirit items	\$250
Athletic Teams	"_____-a-Thon" events	\$500-1000 per team
Athletic Teams	Youth Camps	\$500-1000 per team
Cheer	Jamba Juice BoGo cards	\$1,000
Class of 2022	Football snack bar at home games	\$2,000
Cross Country	Wednesday Waffles--Waffle station	\$200
Delta Blooms	Holiday wreath sales	\$500
Delta Blooms	Annual Floral memberships	\$3,500
FFA	Floral design night	\$800
FFA	Sale of pear related items at Pear Fair	\$1,000
FFA	Poinsettia plant sales	\$4,000
FFA	Sees Candy sales	\$1,000
FFA	Annual Membership Drive	\$3,500
FFA	FFA Gear/Apparel	\$250
FFA	Beef Jerky Sales	\$1,000
Girls Soccer	Spaghetti Feed	\$1,000
Various clubs	Snack bars at Athletic events	\$500 per team
Various clubs	Volunteer time at Pear Fair	\$1,000
Various clubs	Work at Clarksburg Country Run for donation to club(s)	\$3,000

All individual fundraisers must adhere to the procedures previously set forth and be submitted to the district office at least two (2) weeks prior to requested date, with all approval signatures intact.

River Delta Unified School District
Fund Raiser Pre-Approval list
2021-2022

School site: *Delta High School*
Fiscal Year: *2021-2022*

ASB Club/ PTC, PTA, Boosters	Activity	Net Profit
Ag Boosters	Menchie's frozen yogurt fundraiser "Delta Shores"	\$200
Ag Boosters	Drive Thru Tri Tip Dinner X 2	\$2,000
Ag Boosters	Dinner Dance	\$10,000
Ag Boosters	Poker Tournament	\$6,500
Ag Boosters	Pizza Fundraiser	\$250

**River Delta Unified School District
Fund Raiser Pre-Approval list
2021-2022**

School site: *Delta High School and Clarksburg Middle School*
Fiscal Year: *2021-2022*

ASB Club/ PTC, PTA, Boosters	Activity	Net Profit
Delta Heavenly Boosters (DHB)	All School - Sports Banners/Business Advertisements	\$3,000
DHB	All School - Golf Tournament	\$10,000
DHB	All School - Spirt Wear	\$500
DHB	All School - Clarksburg Country Run	\$450
DHB	All School - Nugget Scrip	\$500
DHB	Art - Snack bar	\$500
DHB	Basketball - Snack bar	\$1,000
DHB	Baseball - Snack bar	\$500
DHB	Football - Snack bar	\$1,000
DHB	Soccer - Snack bar	\$500
DHB	Volleyball - Snack bar	\$500
DHB	Art - Artwork sale	\$300
DHB	Baseball - River Cats vouchers	\$3,000
DHB	Basketball - Free-throw-a-thon, Jamba Juice	\$1,000
DHB	Drama - Programs	\$1,500
DHB	Football - Game program, banners, lift-a-thon	\$2,000
DHB	Music - Winter and Spring concerts/dinner	\$1,500
DHB	Volleyball - Serve-a-thon	\$1,000
DHB	XC and Track - Caramel corn sale, Chick-Fil-A	\$1,000

**River Delta Unified School District
Fund Raiser Pre-Approval list**

ASB

School Site: Clarksburg Middle School
2021-2022

ASB Club	Activity	Net Profit
Various clubs	Work at Clarksburg Country Run for donation to club(s)	\$1,000.00
CMS ASB	See's Candy fundraiser	\$500
Class of 2026 (8th Grade)	Grams--Candy, thank you, valentine, etc.	\$200

All individual fund raisers must adhere to the procedures previously set forth and be submitted to the district office at least two (2) weeks prior to requested date, with all approval signatures intact.

**River Delta Unified School District
Fund Raiser Pre-Approval list**

PTC - PTA

School site: *Bates Elementary School*

Fiscal Year: *2021-2022*

	ASB Club	Activity	Net Profit
<i>Sample</i>	<i>Band</i>	<i>Car Wash</i>	<i>\$200</i>
1	PTA	Pear Pie Making July 2022	\$3,000.00
2	PTA	Flower Bulbs	\$500.00
3	PTA	Read-A-Thon or/and Walk-a-thon	\$300.00
4	PTA	Book Fairs (one in the fall and one in the spring)	\$1,000.00
5	PTA	Family Dances/Baile Familiar	\$500.00
6	PTA	Family Dinners Drive Thru	\$1,000.00
7	PTA	Pencil Grams	\$200
10	PTA	Movie Nights (3-4 nights this year)	\$500
12	PTA	Spirit Wear	\$400.00

All individual fund raisers must adhere to the procedures previously set forth and be submitted to the district office at least two (2) weeks prior to requested date, with all

**River Delta Unified School District
Fund Raiser Pre-Approval list**

ASB

School site: *Isleton Elementary School*
Fiscal Year: *2021-22*

	ASB Club	Activity	Net Profit
<i>Sample</i>	<i>Band</i>	<i>Car Wash</i>	<i>\$200</i>
1	ASB	Candy Bar Sales	\$2,000.00
2	ASB	Sweatshirt/T-shirt Sales	1,000
3	ASB	Donation Letters	\$1,500
4			
5			
6			
7			
8			
9			
10			
11			

All individual fund raisers must adhere to the procedures previously set forth and be submitted to the district office at least two (2) weeks prior to requested date, with all approval signatures in tact.

**River Delta Unified School District
Fund Raiser Pre-Approval list**

PTA

School site: *Isleton Elementary School*
Fiscal Year: *2021-22*

	ASB Club	Activity	Net Profit
<i>Sample</i>	<i>Band</i>	<i>Car Wash</i>	<i>\$200</i>
1			
2	PTA	Denim and Diamonds	\$18,000-20,000
3	PTA	Sees Candy Sales	\$2,000
4	PTA	Movie Night	\$100
5	PTA	Breakfast with the Bunny	\$200
6	PTA	Harvest Festival	\$100
7			
8			
9			
10			
11			

All individual fund raisers must adhere to the procedures previously set forth and be submitted to the district office at least two (2) weeks prior to requested date, with all approval signatures in tact.

**River Delta Unified School District
Fund Raiser Pre-Approval list**

PTC

School site: *D.H. WHITE*

Fiscal Year: *2021-2022*

	ASB Club	Activity	Net Profit
<i>Sample</i>	<i>Band</i>	<i>Car Wash</i>	<i>\$200</i>
1	PTC	MIXED BAGS	\$3,500.00
2	PTC	BOX TOPS	500
3	PTC	BUTTER BRAID/COOKIE DOUGH	2200
4	PTC	SEE'S CANDY FUNDRASIER	1800
5	PTC	BOOK FAIR (2X A YEAR)	1000
6	PTC	GINGERBREAD HOUSES	250
7	PTC	YEARBOOK	100
10	PTC	SCHOOL STORE FUNDRAISER	500
12	PTC	PARENT/CHILD DANCE	250
14	PTC	SCHOOL SPIRIT WEAR SALES	500
15	PTC	BINGO NIGHT	500
16	PTC	PARENT GALA	250
17	PTC	TRUNK OR TREAT	250
18	PTC	PURSE RAFFLE	100
19	PTC	SPORTS GAME TICKET RAFFLE	100
20	PTC	PIE COMPANY FUNDRAISER	100
21	PTC	HALLOWEEN GRAMS	100
22	PTC	REINDEER GRAMS	100
23	PTC	HOT CHOCOLATE/BAKE SALE-CHRISTMAS TREE LIGHT	100
24	PTC	SPAGHETTI FEED	200

All individual fund raisers must adhere to the procedures previously settorth and be submitted to the district office at least two (2)weeks prior to requested date, with all approval

**River Delta Unified School District
Fundraiser Pre-Approval List
2021-22**

Site: Riverview Middle School

ASB CLUB/PTC, PTA, Boosters	Activity	Net Profit
PTC	Pizza Factory	\$400
PTC	Krispy Kreme	\$200
PTC	Sunny Valley Bacon	\$400
PTC	Coin Combat	\$500
PTC	Uncle Jerrys Ts/Nature Vision	\$800
PTC	Stockton Heat	\$400
PTC	Cookie Dough	\$3,000
PTC	Mixed Bags	\$300
PTC	Spirit Wear	\$500
PTC	Kings Tickets Raffle	\$2000
PTC	SF Giants Tickets Raffle	\$2000
PTC	Sees Candy	\$400
PTC	Yearbook Sales	\$600
PTC	The Pie Company	\$1000
PTC	Petunia Sales	\$400

**River Delta Unified School District
Fundraiser Pre-Approval List
2021-22**

Site: Riverview Middle School

ASB CLUB/PTC, PTA, Boosters	Activity	Net Profit
ASB	School Dances – Snack Bar and Ticket Sales	\$200
ASB	Game Night	\$50
ASB	Halloween Carnival	\$50
ASB	Open House – Snack Bar	\$25
ASB	Recycling	\$300
ASB	Clothing Sales	\$200
ASB	Photo Booth	\$50
ASB	Laser Tag	\$200
ASB	PE Uniforms	\$800
ASB	Sports Games Snack Bar	\$25

**Rio Vista Unified School District
Fund Raiser Pre-Approval list**

School site: *Rio Vista High School ASB*
Fiscal Year: *2021-22*

	ASB Club	Activity	Net Profit
1	FFA	Flower arrangements	\$100
2	FFA	Drive Thru BBQ	\$500
3	FFA	Poinsettia Sale	\$500
4	Boys Basketball	Concession Stand	\$1,000
5	Girls Basketball	Concession Stand	\$1,000
6	Cheerleaders	Spiritwear	\$1,500
7	FB	Snackbar	\$750
8	Class of 21	Snack bar	\$750
9	Class of 22	Snack bar	\$750
10	Class of 23	Snack bar	\$750
11	Class of 24	Snack bar	\$750
12	VB	Snackbars	\$2,000
13	VB	Spiritwear	\$1,000
14	VB	Kids Camp	\$1,000
15	Dance Club	Zumba	\$500
16	Dance Club	Kids Camp	\$500
17	AFGT	Sees Candy Sale	\$1,000
18	AFS	Christmas Card Walk	\$1,000
19	PAC	Intermissions Concession	\$300
20	Drama	Ad for Radio Sales	\$300
21	Drama	Improv Night	\$500
22	Drama	Affair of the Arts	\$500
23	Fine Arts	Art Exhibition	\$500

24	Creative Arts	Christmas Ornaments	\$300
25	ASB	Spookagrams	\$100
26	ASB	Candygrams	\$100
27	ASB	Coin Drive	\$250
28	ASB	Tailgate BBQ	\$500
29	ASB	Homcoming Dance	\$500
30	ASB	Winter Ball	\$500
31	Class of 21	Coffee Shack	\$2,000
32	Class of 21	Prom	\$500
33	Class of 21	Spruitwear	\$500
34	Class of 21	Pancake Breakfast	\$500
35	Class of 21	Car Wash	\$300
36	GSA	Penny challenge	\$100
37	GSA	Cake decorating contest	\$100
38	GSA	Jelly Bean Count	\$50
39	GSA	Walk-a-athon	\$250
40	GSA	Recipe Book Sale	\$250
41	Health Careers	Cookie Dough	\$500
42	Health Careers	Wrapping paper sale	\$300
43	AFS	Charity Jail	\$300
44	Art	Facepainting	\$300
45	Art	Silent Auction	\$3,000
46	Graphic Arts Club	Postcards	\$500
47	Dance Club	Candy Sales	\$1,000
48	Dance Club	Dances	\$1,000
49	Athletic Teams	Spiritwear	\$5,000
50	Incentive Account	Spiritwear	\$2,500
51	Girls' VB	Concessions	\$1,500

52	FB	VIP Seats	\$2,500
53	FB	Poker Night	\$2,000
54	FB	Apoirit Wear	\$1,000
55	ASB	Spirtiwear	\$3,000
56	SB	Spiritwear	\$1,000
57	SB	Sausage Dinner	\$500
58	Soccer	kids camps	\$500
59	Basketball	Spiritwear	\$1,000
60	Basketball	Alumni Tourney	\$1,000
61	Baseball	Alumni Tourney	\$1,500
62	Baseball	Spiritwear	\$1,000
63	ArRK	Ghost pops	\$250
64	ARK	Reindeer Grams	\$250
65	ARK	Valentine Candy Grams	\$250
66	FB	Sponsor Ad Broadcast	\$500
67	Radio Club	Radio Telethon	\$500
68	VB	Servathon	\$300
69	Swim Team	Swimathon	\$2,500
70	VB	Devon Davis Scholarship	1000
71	VB	Breast Cancer Awareness	\$200
72	BB	Free throwathon	\$500
73	Robotics Club	CRV Recycling	\$1,000
74	Robotics Club	Video Game Toourney	\$500
75	CC	Summer rus	\$500
76	CC	Turkey Trot	\$1,500
77	General Athletic	sports posters	\$6,000
78	AFS	Sees Candy Sale	\$1,000
79	SB	Lockford Sausage	\$1,000

80	FB	email campaign	\$1,000
81	FB	VIP Seating	500
82	Swim Team	Sponsor A Parka	\$1,000
83	FFA	Flower Night	\$500
84	Cheer	Brunch	\$500
85	VB	Deven Davis Scholarship Game	\$500
86	VB	Servathon	\$500
87	FB	VIP Seating	\$2,000

All individual fund raisers must adhere to the procedures previously setforth and be submitted to the district office at least two (2)weeks prior to requested date, with all approval signatures in tact.

**River Delta Unified School District
Rio Vista High School's Booster Club
Fund Raiser Pre-Approval list**

School site: *Rio Vista High School*

Fiscal Year: *2021-22*

	Booster Club	Activity	Net Profit
1		<i>Fireworks booth</i>	\$ 10,000
2		Dinner Dance	\$ 10,000
3		Snackbars at Booster Events	\$ 2,500
4		Baseball Alumni Tourney	\$ 500
5		River Cats Game	\$ 2,500
6		Calendar Sales	\$ 1,000
7		Hog August Bites	\$ 5,000
8		Stockton Heat	\$ 1,000
9		Poker Night	\$ 2,000
10		Basketball Alumni Toureny	\$ 2,000
11		Adopt a Locker	\$ 10,000
12		Sports Camps	\$ 3,000
13		Friday Night Soccer	\$ 1,000
14		Crab Feed	\$ 5,000

All individual fund raisers must adhere to the procedures previously setforth and be submitted to the district office at least two (2)weeks prior to requested date, with all approval signatures in tact.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Nicole Latimer, Chief Educational Services Officer

Item Number: 10.6

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

SUBJECT:

Request to approve the purchase of ABC Mouse Early Learning Academy for the 2021-2022 school year at a cost to exceed \$4,375.

BACKGROUND:

ABC Mouse Early Learning Academy is a digital education program for children in grades Pre-K through 2nd grade. ABC Mouse offers more than 5,000 individual learning activities and more than 450 lesson plans. The program includes all of the important academic basics that young children need to know to be successful in transitional kindergarten and kindergarten classes.

STATUS:

This is a renewal contract. ABC Mouse Early Learning Academy will provide 175 individual student licenses with full at-home access for our Pre-K, TK, and Kindergarten students.

PRESENTER: Nicole Latimer, Chief Educational Services Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$4,375 from Educational Services funds.

RECOMMENDATION:

That the Board approve the purchase of ABC Mouse Early Learning Academy for the 2021-2022 school year at a cost to exceed \$4,375.

Time allocated: 2 minutes

CONFIDENTIAL**QUOTE
No. 10394****Summary Information:**

Quote Date: 7 Jun 2021

Quote Expiration Date: 7 Jul 2021

Term: 1 year

Prepared for:Mrs. Kathy Wright, Associate Superintendent
River Delta Unified School District
224 Montezuma Street
Rio Vista, CA 94571**Prepared by:**Tyler Bosserman
Age of Learning, Inc.
101 N Brand, Glendale CA 91203
Tyler.Bosserman@AofL.com
Direct (818) 269-4232 Fax (818) 847-7886Kwright@riverdelta.k12.ca.us
(707) 374-1729

Age of Learning, Inc. is pleased to provide our Quote for Per License for the use of ABCmouse for Schools to be used in school and at home for **River Delta Unified School District**.

The annual subscription pricing is based on number of licenses as follows:

Licenses	Price	Quantity	Subtotal
Set-up Fee	\$1500	1	Waived
ABCMouse for Schools	\$25	175	\$4,375
Total for Purchase Order:			\$4,375

The following is included with your subscription:

1. Set up and implementation of account
2. Per Student renewable license for one year of access to ABCmouse for Schools.

This Quote and the Services provided are subject to the Age of Learning, Inc. Terms and Conditions ("Terms") current as of the date of Client's signature below.

Please visit https://educate-cdn.aofl.com/pdf/terms_and_conditions.pdf to view the Terms in their entirety.

By signing this Quote, you represent that you have read, understand and agree to the Terms and are authorized on behalf of **River Delta Unified School District** to execute this agreement.

Signature: _____ Date: _____

Name (please print): _____ Title: _____



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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Nicole Latimer, Chief Educational Services Officer

Item Number: 10.7

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

SUBJECT:

Request to approve the AVID membership dues for Clarksburg Middle School, Delta High School, Rio Vista High School, Riverview Middle School and Walnut Grove Elementary School for the 2021-2022 school year at a cost not to exceed \$21,841.

BACKGROUND:

In order to offer AVID on our campuses, we must pay an annual membership, attend the AVID Summer Institute and meet all the essential standards set forth by the AVID organization.

STATUS:

This is a renewal contract. River Delta Unified School District would like to continue offering AVID on our campuses.

PRESENTER: Nicole Latimer, Chief Educational Services Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

\$18,716 for Rio Vista High, Delta High, Clarksburg Middle and Riverview Middle Schools from Educational Services Funding

\$3125 for Walnut Grove Elementary School from site funds

RECOMMENDATION:

That the Board approve the AVID membership dues for Clarksburg Middle School, Delta High School, Rio Vista High School, Riverview Middle School and Walnut Grove Elementary School for the 2021-2022 school year at a cost not to exceed \$21,841.

Time allocated: 2 minutes

AVID Center



Products and Services

2021-22 Quote/Order

Quote/Order #: Q-81825
 Client: River Delta Unified School District
 Address: 445 Montezuma St
 Rio Vista, CA 94571

AVID Center Representative: Veronica Martinez
 Phone:
 Email: vmartinez@avid.org

Effective Date: July 01, 2021

Expiration Date: June 30, 2022

Clarksburg Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,099.00	\$4,099.00
1	AVID Weekly Secondary	\$595.00	\$580.00
Clarksburg Middle School SUBTOTAL:			\$4,679.00

Delta High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,099.00	\$4,099.00
1	AVID Weekly Secondary	\$595.00	\$580.00
Delta High School SUBTOTAL:			\$4,679.00

Rio Vista High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,099.00	\$4,099.00
1	AVID Weekly Secondary	\$595.00	\$580.00
Rio Vista High School SUBTOTAL:			\$4,679.00

Riverview Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,099.00	\$4,099.00
1	AVID Weekly Secondary	\$595.00	\$580.00

Quote/Order
 2021 - 2022 River Delta Unified School District Drafted: 06/14/2021

Riverview Middle School SUBTOTAL:	\$4,679.00
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Walnut Grove Elementary School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Elementary School	\$3,125.00	\$3,125.00
1	AVID Weekly Elementary	\$595.00	\$0.00
Walnut Grove Elementary School SUBTOTAL:			\$3,125.00

TOTAL:	\$21,841.00
	<i>plus all applicable taxes</i>

Additional Comments:

N/A

This AVID Center Products and Services Quote/Order is a Subsequent Quote/Order as defined in the General Terms and Conditions previously agreed to by AVID Center and the "Client" identified above. This Quote/Order, together with the General Terms and Conditions, supersedes all previous Quote/Orders and constitutes a binding agreement between AVID Center and Client with respect to the AVID Products and Services specified above. Descriptions and requirements for AVID Products and Services can be found at <https://www.avid.org/Page/3290>. Certain AVID Products and Services may be cancelled by Client as set forth in AVID Center's Rest Assured Policy, which may be viewed at <https://www.avid.org/rest-assured-policy>. No payment is due at the time of execution of this Quote/Order, notwithstanding anything to the contrary in the General Terms and Conditions. Payment will be due within thirty (30) days following receipt of AVID Center's invoice related to this Quote/Order. Each party has caused this Quote/Order to be signed by its duly authorized representative. The terms of this Quote/Order will control in the event of a conflict with any terms or conditions set forth in any purchase order or other document or communication from Client and any such terms and conditions are hereby rejected by AVID Center and of no effect.

AVID Center,
a California Non-Profit Corporation 501(c)(3)

River Delta Unified School District

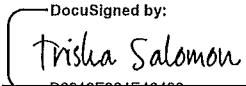
By: _____
Print
Name: _____

Title: _____

Date: _____

Email: contracts@avid.org

AVID Center
9797 Aero Drive, Suite 100
San Diego, CA 92123
Employer ID # 33-0522594

By:  _____
Print
Name: Trisha Salomon

Title: Educational Services Secretary

Date: 6/14/2021 | 10:06 AM PDT

Email: tsalomon@riverdelta.k12.ca.us

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Nicole Latimer, Chief Educational Services Officer

Item Number: 10.8

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

SUBJECT:

Request to approve 81 Odysseyware Software licenses for the 2021-2022 school year at a cost not to exceed \$59,950.

BACKGROUND:

RDUSD has utilized Odysseyware for instructional purposes at Mokelumne High Continuation, River Delta Community Day School as well as at River Delta Independent Study and Adult Educational programs. It is also utilized by both high schools at various times of the year for credit recovery. It is comprehensive instructional program that allows students in our alternative education program to complete their graduation requirements.

STATUS:

The administrators and staff at the alternative education programs as well as the high school administration staff would like to continue the use of Odysseyware in their programs.

PRESENTER: Nicole Latimer, Chief Educational Services Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$59,950 paid by Educational Services funds

RECOMMENDATION:

That the Board approve 81 Odysseyware Software licenses for the 2021-2022 school year at a cost not to exceed \$59,950.

Time allocated: 2 minutes



Edgenuity Inc.
 8860 E. Chaparral Road
 Suite 100
 Scottsdale AZ 85250
 877-725-4257

Price Quote for Services
 River Delta Unified School District
 Rio Vista CA
 Account Number 10703
 Quote Number 177726
 Total \$59,950.00
 Date 7/1/2021

Payment Schedule

Net 30. Applicable tax on invoice.

Contract Start

7/1/2021

Contract End

6/30/2022

Site	Description	Comment	End Date	Qty
	Odysseyware K-12 Comprehensive Concurrent User		06/30/2022	81
	PD KnowlEdge Academy Add-on per Building		06/30/2022	1
	Professional Development Webinar Training		06/30/2022	3

1. River Delta Unified School District

Subtotal \$59,950.00

Total \$59,950.00

It's been a pleasure working with you!

Edgenuity will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Edgenuity will invoice the customer for the additional usage.

This quote is subject to Edgenuity Inc. Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <http://www.edgenuity.com/edgenuity-standard-terms-and-conditions-of-sale.pdf>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Edgenuity's written consent.

River Delta Unified School District

Edgenuity Inc. Representative

Signature: _____
 Print Name: _____
 Title: _____
 Date: _____

Anna DeBalski
 anna.debalski@edgenuity.com
 716-957-2126

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. All order documentation can be submitted electronically at <https://edgenuity.formstack.com/forms/ar>. Alternatively you can e-mail this quote, the purchase order and order documentation to AR@edgenuity.com or fax to 480-423-0213.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Nicole Latimer, Chief Educational Services Officer

Item Number: 10.9

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

SUBJECT:

Request to approve Measures of Academic Performance (MAP) assessments for students in grades K-10 at a cost not to exceed \$24,934.50 for the 2021-2022 school year.

BACKGROUND:

We purchased MAP assessments as interim assessments for students in grades K-10 while the state transitioned to CCSS and the new SBAC system. Staff and administration alike found the assessments to be outstanding indicators of mastery of CCSS as well as an excellent tool for identifying areas that need skill building and support in both ELA and math. The MAP was also approved as one of our basic skills assessment for our EL Redesignation criteria for students in grades 3-11.

STATUS:

This is a renewal contract. We would like to continue utilizing the MAP assessments in 2021-2022.

PRESENTER: Nicole Latimer, Chief Educational Services Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$24,934.50 paid by Educational Services funds.

RECOMMENDATION:

That the Board approve Measures of Academic Performance (MAP) assessments for students in grades K-10 at a cost not to exceed \$24,934.50 for the 2021-2022 school year

Time allocated: 2 minutes



NWEA
121 NW Everett St
Portland, OR 97209
United States

Invoice # 54294
9/1/2021

Bill To

River Delta Unified School District
Po Box 99
Clarksburg CA 95612
United States

Amount Due

\$24,934.50

Due Date: 10/1/2021

Partner ID	PO #	Terms	Due Date
11114	In process	Net 30	10/1/2021

Quantity	Description	Rate	Amount
1,847	MAP Growth K-12	\$13.50	\$24,934.50

Subtotal	\$24,934.50
Tax	\$0.00
Total	\$24,934.50
Amount Paid	\$0.00
Amount Due	\$24,934.50

Prices are listed net of all taxes and additional charge imposed by any local, state, federal or other governmental authorities, withholding and value added taxes. Subscriber agrees that it is solely responsible for payment of any such assessments.

We accept payment via credit card, ACH, wire transfer or check in US dollars drawn on a US bank.

- To pay by check, please include the Invoice number and mail to: PO Box 2745, Portland, OR 97208-2745.
- To pay via credit card, please log into the secure Partner Portal at www.nweaportal.org. Go to the Invoices section to view and pay your Invoice.
- To pay by ACH or wire transfer, provide the following to your bank:

Beneficiary Bank's ABA: 123002011
Beneficiary Bank's Name: Key Bank
Beneficiary Bank's Address: 1211 SW 5th Ave Suite 577, Portland, OR 97204
Beneficiary's Account Number: 379681088355
Beneficiary's Name: NWEA
Beneficiary Bank's SWIFT Code: KEYBUS33

IMPORTANT: PLEASE INCLUDE THE NAME OF YOUR ORGANIZATION AS IT SHOWS ON THIS DOCUMENT ALONG WITH THE INVOICE NUMBER ON YOUR PAYMENT. If your bank transfer has no way to include this information, please send us an email so that we know to expect our payment. Otherwise your payment may be applied to an incorrect account.

Phone (503) 624-1951	Fax (503) 639-7873	Email business.operations@nwea.org	Federal Tax ID #93-0686108
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**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Nicole Latimer, Chief Educational Services Officer

Item Number: 10.10

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

SUBJECT:

Request to approve Renaissance Learning educational software licenses for the 2021-2022 school year at a cost not to exceed \$41,231.79

BACKGROUND:

RDUSD has utilized Renaissance Learning educational software K-8 for many years. Students enjoy the program as it assesses, supports and promotes the development of our students' reading ability. Renaissance Learning allows teachers to track the types of books students are reading, how well they are comprehending it and areas they need to focus on for improvement.

STATUS:

This is a renewal contract. We would like to continue utilizing Renaissance Learning in the 2021-2022 school year.

PRESENTER: Nicole Latimer, Chief Educational Services Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$41,231.79 from Educational Services and After School Program funding

RECOMMENDATION:

That the Board approve Renaissance Learning educational software licenses for the 2021-2022 school year at a cost not to exceed \$41,231.79

Time allocated: 2 minutes

RENAISSANCE®

Quote
2587258

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

River Delta Joint Unified School Dist - 281420

445 Montezuma St
Rio Vista, CA 94571-1651
Contact: Nicole Latimer - (707) 374-6381
Email: nlatimer@rdusd.org

Reference ID: 479147

Quote Summary

School Count: 5

Renaissance Products & Services Total	\$42,191.60
Applied Discounts	\$(959.81)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$41,231.79

This quote includes: myON, Renaissance Accelerated Reader, Renaissance Freckle, Renaissance Star Early Literacy, Renaissance Star Math and Renaissance Star Reading.

To receive applicable discounts, all orders included on this quote must be received at the same time.

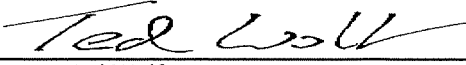
By signing below, you

- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy-policy/>.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an invoice pursuant to this Quote on the Invoice Date you specify below. If no Invoice Date is listed, Renaissance will issue an invoice within 30 days from the date of this Quote. If your organization requires a purchase order prior to invoicing, please check the box below and issue your purchase order to the Renaissance address below no later than 15 days prior to the Invoice Date. Payment is due net 30 days from the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	River Delta Joint Unified School Dist - 281420
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 06/08/2021	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Bill To:

If changes are necessary, or additional information is required, please contact your account executive Paul Ackerman at (866)560-3913, Thank You.

Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.

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Federal I.D. 39-1559474
www.renaissance.com

This quote is valid until 08/07/2021. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote Details

Bates Elementary School - 286478

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	07/01/2021 - 06/30/2022	240	\$7.35	\$(52.80)	\$1,711.20
myON Student Subscription	07/01/2021 - 06/30/2022	240	\$15.00	\$(108.00)	\$3,492.00
Star Early Literacy Subscription	07/01/2021 - 06/30/2022	100	\$5.10	\$0.00	\$510.00
Star Reading Subscription	07/01/2021 - 06/30/2022	130	\$5.10	\$(19.50)	\$643.50
Platform Services					
Annual All Product Renaissance Platform	07/01/2021 - 06/30/2022	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Bates Elementary School Total				\$(180.30)	\$7,106.70

D H White Elementary School - 281422

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	07/01/2021 - 06/30/2022	330	\$7.35	\$(72.60)	\$2,352.90
myON Student Subscription	07/01/2021 - 06/30/2022	330	\$15.00	\$(148.50)	\$4,801.50
Star Early Literacy Subscription	07/01/2021 - 06/30/2022	100	\$5.10	\$0.00	\$510.00
Star Reading Subscription	07/01/2021 - 06/30/2022	300	\$5.10	\$(45.00)	\$1,485.00
Platform Services					
Annual All Product Renaissance Platform	07/01/2021 - 06/30/2022	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
D H White Elementary School Total				\$(266.10)	\$9,899.40

Isleton Elementary School - 286751

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	07/01/2021 - 06/30/2022	158	\$7.35	\$(34.76)	\$1,126.54
myON Student Subscription	07/01/2021 - 06/30/2022	158	\$15.00	\$(71.10)	\$2,298.90

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Quote
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PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Star Early Literacy Subscription	07/01/2021 - 06/30/2022	100	\$5.10	\$0.00	\$510.00
Star Reading Subscription	07/01/2021 - 06/30/2022	158	\$5.10	\$(23.70)	\$782.10
Platform Services					
Annual All Product Renaissance Platform	07/01/2021 - 06/30/2022	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Isleton Elementary School Total				\$(129.56)	\$5,467.54

Riverview Middle School - 281424

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	07/01/2021 - 06/30/2022	240	\$7.35	\$(52.80)	\$1,711.20
myON Student Subscription	07/01/2021 - 06/30/2022	240	\$15.00	\$(108.00)	\$3,492.00
Star Reading Subscription	07/01/2021 - 06/30/2022	250	\$5.10	\$(37.50)	\$1,237.50
Platform Services					
Annual All Product Renaissance Platform	07/01/2021 - 06/30/2022	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Riverview Middle School Total				\$(198.30)	\$7,190.70

Walnut Grove Elementary School - 287216

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Accelerated Reader Subscription	07/01/2021 - 06/30/2022	240	\$7.35	\$(52.80)	\$1,711.20
Freckle ELA add-on Subject Student Subscription	07/01/2021 - 06/30/2022	175	\$9.00	\$0.00	\$1,575.00
myON Student Subscription	07/01/2021 - 06/30/2022	240	\$15.00	\$(108.00)	\$3,492.00
Star Early Literacy Subscription	07/01/2021 - 06/30/2022	100	\$5.10	\$0.00	\$510.00
Star Math With Freckle Math Student Subscription	07/01/2021 - 06/30/2022	175	\$15.50	\$0.00	\$2,712.50
Star Reading Subscription	07/01/2021 - 06/30/2022	165	\$5.10	\$(24.75)	\$816.75
Platform Services					
Annual All Product Renaissance Platform	07/01/2021 - 06/30/2022	1	\$750.00	\$0.00	\$750.00
Professional Services					

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Quote
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Federal I.D. 39-1559474
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Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Walnut Grove Elementary School Total				\$(185.55)	\$11,567.45

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Tom Anderson, Director of Special Education

Item Number: 10.11

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

SUBJECT:

Request to approve the Memorandum of Understanding with Sacramento County Office of Education (SCOE) for the 2021-2022 School Year to Provide Vision, Orientation and Mobility Services at a cost not to exceed \$4,774.

BACKGROUND:

The Sacramento County Office of Education has provided Special Education services for our River Delta students with moderate to severe or emotional disabilities for the last several years. SCOE programs may be offered on a district site or in another district. SCOE will provide Vision and Orientation and Mobility services for our students who are not participating in a SCOE program.

STATUS:

The Sacramento County of Education will continue providing Special Education services for the 2021-2022 school year.

PRESENTER: Tom Anderson, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$4,774 paid by Special Education funds.

RECOMMENDATION:

That the Board approve the Memorandum of Understanding with Sacramento County Office of Education (SCOE) for the 2021-2022 school year at a cost not to exceed \$4,774.

Time allocated: 2 minutes

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SACRAMENTO COUNTY OFFICE OF EDUCATION
AND RIVER DELTA UNIFIED SCHOOL DISTRICT**

SPECIAL EDUCATION SERVICES

This Memorandum of Understanding (MOU) is entered into between the Sacramento County Office of Education (SCOE) and River Delta Unified School District (District) dated July 1, 2021 for reference purposes only. It sets forth the agreement between the Parties regarding the provision of services to students with moderate to severe or emotional disabilities.

TERMS

A. SCOE shall:

1. Operate special day classes for District's students with moderate to severe disabilities or emotional disturbances (Program). Program may be offered on a District site or at another district's site (School Site).
2. Allow District site staff access to SCOE occupied classrooms without prior notice to the extent that the visits are not unduly disruptive of the then occurring activity. When the Program is located at another district's site, District staff will follow school site office check-in procedures.
3. Be responsible for implementing Individual Education Programs (IEPs) under the Individuals with Disability in Education Act (IDEA). SCOE shall be responsible for conducting IEPs and assessments of students while they are enrolled in the Program, except as set forth in paragraph B.3, and shall provide copies of the same to District. The District shall be invited to send representation to all IEPs for District students.
4. Develop SCOE's Program calendar to coordinate with the annual school calendar to the extent possible.
5. Employ and supervise all SCOE staff, including certificated and classified employees, interpreters and substitutes required for the operation of the classes. SCOE shall consult with District on site-specific issues as appropriate. District may bring any staff-related concerns to the attention of the person identified in Section K (Notice) below.
6. Provide the following staff/support for classrooms serving students with moderate to severe and emotional disabilities:
 - a. A credentialed teacher for each class.
 - b. An appropriate number of para-educators in each class based upon the needs of the class, excluding staff referenced in section F.2.a below.

- c. Administrative support to each classroom.
 - d. Additional designated staff support, as needed, to each classroom that includes: Program Specialist; Language, Speech and Hearing Specialist; Vision Specialist; School Nurse; Behavior Modification Technician, and Orientation and Mobility Specialist.
 - e. Mobility Opportunities Via Education (MOVE) program and WorkAbility program, as appropriate.
 - f. School Psychologist services for the District students within the Program.
7. Provide Related Services to District students not participating in a SCOE Program as needed and as set forth in the Fiscal section below (F.2.d).

B. District shall:

1. Assist with onsite supervision at School Sites, to the extent possible in the event of an emergency, when a SCOE school administrator and/or when a regular SCOE certificated employee is unavailable.
2. Refer students to the Program by completing SCOE's referral form and providing all requested information. District will provide SCOE with relevant documents including academic transcripts, behavior and discipline records, IEPs, and other related documents requested by SCOE.
3. Ensure that students referred to the Program have current IEPs and assessments at the time of enrollment. If a student's annual/triennial IEP or assessment is due or will become due within three months of enrollment in the Program, then the District shall hold the IEP before enrolling the student and/or conduct the assessments before enrolling the student in the Program. SCOE may agree, on a case by case basis, to allow students to enroll in the Program while assessments are pending. In this instance, the District shall be responsible for conducting the assessments.
4. Continue to be the district of residence/accountability for District students attending the Program.
5. District will maintain the mandatory permanent pupil record file for District students referred to the Program. SCOE will maintain folders and files for all District students enrolled in the Program, grant the District access, and provide copies of the student records at District's request. When a District student completes the Program or returns to the District, SCOE will forward all student folders, files, and enrollment information to the District.
6. Provide transportation services for District students from Home to School to Home; District will bear the cost of such services.
7. Refer adequate number of students to the program to maintain a viable program. By February 1, identify monthly program enrollment for the subsequent school year (2022-2023). District will be responsible for meeting this minimum enrollment number for

December 1 of the subsequent school year. To the extent referrals exceed the minimum enrollment number, students will be accepted into the program to the extent there are appropriate spots available. A large reduction in student referrals in a single school year may constitute a program transfer pursuant to Section I.

8. Provide Physical Therapy, Occupational Therapy, Adaptive Physical Education, and all other related services in accordance with any pupil's IEP except for services performed by the providers referenced in section A.6.d.

C. Emergency Services

1. The parties will communicate regularly about emergency preparedness and services (e.g., school site safety plans and drills, emergency service calls).
2. SCOE will provide each School Site administrator/office with staff emergency information, student emergency information and care plans, and relevant court orders (such as custody orders).
3. District will provide assistance to SCOE administrators and Program students during onsite emergencies to the extent District personnel are on the site and available.

D. Site-level Roles and Responsibilities.

It is expected that SCOE and District Site administrators will meet annually to collaboratively clarify the site-specific roles and responsibilities. (See Attachment A, which is attached hereto and incorporated herein).

E. Facilities:

1. District will be responsible for providing facilities (Facilities) on the School Sites as specified below. If District is not providing Facilities, the remainder of the section E will not apply.

Not Applicable – Go to section F.

2. District will be responsible for providing all utilities, custodial, and maintenance services to the Facilities. Custodial services (including supplies) will be provided at the frequency required to keep the facilities clean and sanitary consistent with the Program needs and uses.
3. District will provide all furniture and equipment that it would provide to other classrooms on the School Site unless otherwise agreed to with SCOE. SCOE will provide specialized and IEP related equipment and furniture.
4. District will provide the same internet connectivity, wireless access, and classroom telephones for the Program as it is provided to other classrooms on the School Site.
5. SCOE shall be responsible for damage to the Facilities beyond normal wear and tear caused by SCOE's use thereof. Otherwise, the school site district shall be responsible for

repairs or maintenance necessary to maintain the Facilities, including any repairs to the Facilities and any utilities and HVAC units serving the Facilities.

6. The following documents are attached hereto and incorporated by reference:

NONE

To the extent there is a conflict with the terms herein and the terms of the attached documents, the terms of the attachments will govern only with regard to Facilities.

F. Fiscal.

1. District Costs:

- a. If, after a review by the parties, it is determined that additional Instructional Aide time is required to be provided in accordance with any pupil's IEP, District shall be responsible for paying for the cost of the additional aide time. This aide time will be in addition to that provided pursuant to A.6.b.
- b. District agrees to pay SCOE the amount of zero dollars (\$ 0) per student served for the 2021-2022 school year. For purposes of determining the amount to be billed, District will be billed per student based on its December 1 student count (of the current school year) or the projected enrollment number it identified by February 1 of the prior year (pursuant to paragraph B.8), whichever is greater.
- c. The State Superintendent of Public Instruction (SPI) will transfer to SCOE the amount of ADA generated per student for the District, at the District's ADA rate calculated by the SPI pursuant to Education Code section 42238.02(d)-(f).
- d. District agrees to pay a total amount of \$ 4,774.00 for the following Related Services provided by SCOE to District students not participating in a SCOE Program (check and complete all that apply):

None

2.5 days of Vision at \$ 671.00/day

4.5 days of Orientation and Mobility at \$ 688.00/day

SCOE will provide the Related Services to the extent qualified staff is available.

SCOE may provide additional days of Related Services at the daily rate upon mutual agreement of the parties.

2. Fiscal Shortfall: The terms and conditions of the agreement will be renegotiated if either of the following two events occur:

- a. Either party suffers a significant fiscal shortfall as a result of extraordinary and/or unanticipated cost increases or funding reductions.

- b. The basic funding model for Special Education changes during the term of this Agreement.

It is the intent of the parties to negotiate any amendments to this agreement to protect both SCOE and the District from significant funding and/or expenditure changes caused by circumstances not under their respective controls.

- G. Term. This MOU is entered into and effective from July 1, 2021 through June 30, 2022.
- H. Nonrenewal of the Agreement. If either party elects not to renew this MOU, it will give prior written notice to the other party by February 1 of its intent to not to renew the agreement. Nonrenewal may constitute a program transfer pursuant to Section I.
- I. Program Transfer. If a program or services already in operation are transferred to another school district or county office of education, pursuant to Education Code section 56207, the parties will comply with applicable Education Code provisions, including sections 44903.7 and 45120.2. A program transfer will be presumed when all of the following are met:
 - 1. The proposed change involves a change in the LEA of service (i.e., the movement of students from SCOE to District).
 - 2. The change involves the movement of funding from one service provider (SCOE) to another (District).
 - 3. The change involves one or more employees who would be affected by the provisions of Education Code sections 44903.7 and 45120.2, which establish the right of certificated and classified employees to retain employment if their assignment moves to another LEA.

In addition, the program transfer process applies only in the following situations:

- 1. The transfer of an intact, identifiable class which results in the creation of a teaching position by the District and a reduction of a teaching position by SCOE. The transferred students must be residents of the District.
 - 2. The transfer of District students from several classes combine to form an intact, identifiable class or a full inclusion caseload which results in the creation of a teaching position by District and a reduction of a teaching position by SCOE.
 - 3. A program transfer process is not required when students who are served in a SCOE program matriculate and return to their district via the IEP process.
- J. Entire Agreement and Modification. This MOU constitutes the entire agreement and understanding of the parties and supersedes all previous communications, representations, or understandings, either oral or written, between the parties relating to the subject matter herein. Any changes to this MOU must be agreed to in writing by all parties.
 - K. Confidentiality. Confidential student and employee information may be exchanged between the parties for the purposes of fulfilling this agreement and providing services to the students. Each party shall be responsible for maintaining the confidentiality of employee and student data to the extent required by law. If either party fails to comply with this requirement it

shall hold the non-offending party harmless and indemnify that party for the breach of confidentiality.

- L. Notice: Any notices required to be given by the MOU or by law shall be in writing. They shall be served either personally, by mail, or email.

Any notice to SCOE shall be sent to the following address:

Sacramento County Office of Education
P.O. Box 269003
Sacramento, CA 95826-9003
Attn: Michael Kast, Executive Director of Special Education
Email: mkast@scoe.net

Any notice to District shall be sent to the following address:

River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571-1651
Attn: Tom Anderson, Director of Special Education
Email: tanderson@rdusd.org

- M. Indemnification. Each party agrees to defend, indemnify, and hold harmless each of the other parties (including a party's directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law. Should a due process complaint be filed by any student regarding whether they were provided FAPE while placed in the programs operated by SCOE pursuant to this Agreement, SCOE will cooperate with the District in defending and contribute proportionally to defense and settlement, if any of the alleged denials of FAPE are in regard to the implementation by SCOE staff of the Student's IEP while there.

It is the intention of the parties that this section imposes on each party responsibility to the others for the acts and omissions of their respective officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply. This provision shall survive the termination of this agreement for any claim related to this agreement.

- N. Independent Agents. This MOU is by and between independent agents and, is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.
- O. Nondiscrimination. Any service provided by the parties pursuant to this Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national

origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

- P. Insurance. All parties shall maintain in full force Commercial General Liability Insurance with limits of no less than \$2,000,000 per occurrence. Such requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by a party to this Agreement.

Execution of Agreement. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU:

SIGNATURES

David W. Gordon, Superintendent
Sacramento County Office of Education

Date

Kathy Wright, Superintendent
River Delta Unified School District

Date

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: _____

From: Tom Anderson, Director of Special Education

Item Number: 10.12

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

SUBJECT:

Request to approve the MediCal Billing Systems, Inc. Agreement for the 2021-2022 school year at a cost not to exceed \$1,500

BACKGROUND:

MediCal Billing Systems, Inc. provides MediCal billing services and ensures that the district bills appropriately for all allowable services and meets the mandated reporting timelines.

STATUS:

This is a renewal contract. We would like to continue to use MediCal Billing Systems to assist us in billing appropriately and complete mandated reports.

PRESENTER: Tom Anderson, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$1,500 paid by Educational Services

RECOMMENDATION:

That the Board approve the Medical Billing Systems, Inc. agreement for the 2021-2022 school year at a cost not to exceed \$1,500

Time allocated: 2 minutes

**CompuGroup Medical/US
LEA Billing Services Agreement (“Agreement”)**

1. This agreement is made on July 1, 2021, between CompuGroup Medical (CGM) And RIVER-DELTA UNIFIED., (Client), and shall remain in force for **one (1) year**.
2. In consideration of the mutual promises set forth below, CGM and The Client agree as follows:

CGM agrees to do the following:

- (a) Prepare and submit for payment all of the Client’s Medicaid and third party insurance claims, using CPT and HCPCS codes as appropriate.
- (b) Follow up on all claims (including rejected, lost, or delayed claims). This may include resubmissions, tracers, and claims inquiry forms.
- (c) Communicate as necessary with fiscal intermediaries and carriers.
- (d) Maintain accurate billing records of amounts billed, payments received, adjustments, and outstanding balances as submitted by each provider. CGM will provide financial reports to Client after paid Medicaid RAD’s are received.
- (e) Monitor and make all reasonable efforts to improve ratio of outstanding billings to claims paid.
- (f) Maintain any clinical records insofar as they are germane to billings.
- (g) Forward to the Client any information relating to changes in government billing guidelines or other data having a significant impact on billing practices.
- (h) Take all steps as are reasonably feasible to maximize payment of claims for the Client’s services. This includes 2 onsite visits per year to be arranged in advance by CGM and Client. An onsite visit may be considered a telephone conf. call or video communication with the agreement of both parties.
- (i) Submit all received claims within 60 days of receipt or as allowed by DHCS.

Page Two

The Client agrees to do the following:

- (a) Provide to CGM all student data necessary to enable CGM to present claims for payment including, but not limited to, student's name, date of birth, dates of treatment, type of treatment, and provider's name and signature.
- (b) Provide MBS / CGM with a list of all students with first, last, name, DOB and gender. This list will be used to determine Medi-Cal eligibility only.
- (c) Sign and 835 Transaction Agreement to allow CGM to download RAD's (Medi-Cal check copies) from the Medi-Cal website.
- (d) Agree to the use of the DEB Software for online billing, the SEIS Tracking System OR other acceptable software tracking methodology OR accept the use of MicroSoft .xl forms as a method of tracking billable activity.
- (e) Submit to CGM a list of students in either .xl or .csv formats (as provided by CGM) for upload into the online billing portal.

CGM CLIENT AGREEMENT

- (a) Pay CGM a flat rate not to exceed \$1,500.00 for fiscal 2020 - 2021. It will be invoiced in 10 installments of \$150.00 each. The first invoice month will be September 2021. The final month will be June 2022. If the Client does not meet the projected LEA NET income CGM will adjust payment downward to insure our fee remains at .10 of LEA NET income.

Projected LEA income to Client will be \$15,000.00 for fiscal 2021 - 2022.

- (b) CGM has an additional ninety (90) days from date of termination of contract with Client, within which to pursue unpaid claims that were in existence at termination of contract. The Client will fully cooperate with and provide CGM with all information and data necessary to enable CGM to pursue collections during said 90 day period. CGM will assist in the audit process either onsite or via telephone with DHS / CMS. All source documents are the property of the Client and will be returned to the Client upon completion of the 90 days.

Page Three

- (d) The Client or CGM may terminate this Agreement without cause. The Client must inform CGM (via registered certified letter) of the request for termination. The request for termination registered certified letter will be sent to: Tillman Schwab or Douglas Buckner @ CGM ~ 3838 North Central Ave., #1600, Phoenix, AZ 85012
 - (e) Client will sign a separate Business Associate Agreement (BAA) with CGM. This is required from DHS / CMS for HIPAA compliance.
3. This Agreement supersedes any and all other agreements and the covenants, promises, rights, and obligations in this document represent the entire agreement of the parties. No agreement, statement, or promise not contained in the Agreement shall be valid or binding on the parties.
 4. The validity of this Agreement and of any of its terms or provisions, as well as the rights and duties of the parties under this Agreement, shall be construed in accordance with the laws of the State of California.

Parties in Agreement:

Signature : _____
Douglas Buckner, RCM Director
For California ~ CGM

Authorized School/COE Representative

_____ (Date)

_____ (Date)

CompuGroup Medical / US
3838 N. Central Ave. Suite #1600
Phoenix, AZ 85012

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Nicole Latimer, Chief Educational Services Officer

Item Number: 10.13

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

SUBJECT:

Request to approve Turnitin, LLC for the 2021-2022 school year at a cost not to exceed \$4,090.

BACKGROUND:

We have utilized Turnitin software at Rio Vista High School, Riverview Middle School, Delta High School and Clarksburg Middle School to assist with checking for plagiarism on student work and an online platform for peer editing.

STATUS:

This is a renewal contract. We would like to continue this contract with Turnitin, LLC.

PRESENTER: Nicole Latimer, Chief Educational Services Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: Not to exceed \$4,090 paid by Educational Services funding

RECOMMENDATION:

That the Board approve Turnitin, LLC for the 2021-2022 school year at a cost not to exceed \$4,090.

Time allocated: 2 minutes



Quote Details

Quote Number Quote-Q-422293-1
Institution River Delta Joint Unified School District

Contact Name
Phone
Email

Bill To Name River Delta Joint Unified School District
Bill To 445 Montezuma Street
Rio Vista, CA 94571
US

Expiration date 8/13/2021
Prepared By Lindsay Martella
Phone (412) 347-8326
Email lmartella@turnitin.com
Company Address Turnitin, LLC
2101 Webster St., Suite 1800
Oakland, CA 94612
US

Quotation

Product	Product Description	Quantity	Annual Price	Start Date	End Date	Total
Turnitin FBS	Turnitin FBS: Originality Checking and Feedback	600	4.50	8/14/2021	8/13/2022	USD 2,700.00
Turnitin Campus Fee	Turnitin Campus Fee	2	695.00	8/14/2021	8/13/2022	USD 1,390.00
Sales Tax						
TOTAL						USD 4,090.00

Please Note:

Products sold to certain states are subject to tax. Fee does not include applicable tax. Invoice will reflect applicable tax (state and local). The sales tax ultimately charged will be calculated when you are invoiced and will reflect applicable state and local taxes. No sales tax is charged when providing a valid exemption certificate. Please email certificate to ar@turnitin.com.

Order Instructions:

To purchase or renew your Turnitin license, please email or fax your purchase order and a copy of this quote to Turnitin, LLC, at: orders@turnitin.com or (510) 764-7612

You may also contact us with your credit card information at (510) -764-7637 9am-5pm PST

By Accepting this quote, you agree to our general terms and conditions that are located at this URL: <http://go.turnitin.com/reg>.

Training:

On-site or online trainings must be completed within twelve (12) months of the start of Turnitin/iThenticate service, or the expiration of the Term in which Training was licensed whichever is earlier ("Training Term Expiry"). Link to [Training Terms and Conditions](#).

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Vina Guzman, Interim Chief Business Officer

Item Number: 10.14

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

SUBJECT:

Request to approve the contract with Loy Mattison Enterprises, E-rate Consultant to provide assistance with the E-Rate process in fiscal year 2021-22, not to exceed \$8,000

BACKGROUND:

E-rate services are needed to assist the district navigate the complicated federal program with its application process, monitoring of discounts, maintaining mandatory records and procedures. The consultant prepares the applications, monitors the awarding period and verifies that the district received the credits or reimbursement as stated in the agreement. The district wishes to continue to utilize the E-rate services of Loy Mattison Enterprises for fiscal year 2021-22.

STATUS:

Services are provided at a cost of \$130 per hour with a limit of \$8,000. District management and staff would like to continue the contract with Loy Mattison Enterprises as the districts E-rate consultant.

PRESENTER:

Vina Guzman, Interim Chief Business Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

N/A

COST AND FUNDING SOURCES:

\$130 per hour, not to exceed \$8,000 in 2021-22, funded by Unrestricted General Funds

RECOMMENDATION:

That the Board approves the contract with Loy Mattison Enterprises for the 2021-22 fiscal year.

Time allocated: 2 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2995
www.riverdelta.k12.ca.us

INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

THIS AGREEMENT is entered into by and between the River Delta Unified School District hereinafter referred to as "DISTRICT," and Loy Mattison Enterprises, hereinafter referred to as "CONSULTANT."

IT IS HEREBY MUTUALLY AGREED that Consultant will provide services under the following terms and conditions:

1. TERM: The term of this agreement is from July 1, 2021 through June 30, 2022. Extension or renewal requires approval of DISTRICT or authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the agreement without approval of the DISTRICT or authorized representative.

This agreement may be terminated with 30 days advance written notice by either party. In the event of termination for cause, CONSULTANT need be compensated only to the extent required by law.

2. CONSULTANT SERVICES: CONSULTANT agrees to perform, during the term of this agreement, the tasks, obligations and services detailed as follows: The complete E-Rate process, from application through funding and varication of credits being applied to invoices.

3. PAYMENT FOR SERVICES: CONSULTANT shall receive compensation at the rate of:
\$ _____ per _____ day _____ week _____ month _____ year or per _____
OR \$ 130.00 per hour for periods of less than one day;
for a total cost not to exceed \$ 8,000.00

In the event the CONSULTANT is required to travel outside Solano, Yolo or Sacramento Counties at the request of the DISTRICT, it is agreed that actual and necessary expenses incurred while performing such services shall be reimbursed. All payments will be based on invoices submitted to DISTRICT by CONSULTANT and approved by DISTRICT'S authorized representative. The CONSULTANT shall provide an itemization of costs on submitted invoice.

4. RECORDS: CONSULTANT will maintain full and accurate records in connection with this agreement and will make them available to DISTRICT for inspection at any time. CONSULTANT'S work product produced under this agreement shall be the property of DISTRICT and cannot be used without permission of same.
5. STATUS OF CONTRACTOR: DISTRICT and CONSULTANT agree that CONSULTANT, in performing the services specified in this agreement, shall act as an independent contractor and shall have control of all work and the manner in which it is performed. CONSULTANT shall be free to contract for similar service to be performed for other employers while under the contract with DISTRICT; CONSULTANT will not accept such engagements which interfere with performance under this agreement. CONSULTANT is not entitled to participate in any pension plan, insurance, bonus or similar benefits the DISTRICT provides for its employees. The CONSULTANT is not authorized to carry out any official act of the DISTRICT that is required to be done by an employee or office of the DISTRICT.
6. HOLD HARMLESS AND INDEMNIFICATION: CONSULTANT agrees to abide by the *Hold Harmless and Indemnification Agreement* attached to and made a part of this contract.

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- 7. **COMPLIANCE WITH LAWS:** CONSULTANT shall comply with all applicable federal, state and local laws, rules, regulations and ordinances involving its employees, including workers' compensation and tax laws.
- 8. **CONFLICTS OF INTEREST:** Consultants are responsible for complying with the Regulations of the Fair Political Practices Commission, Title 2, Division 6, California Code of Regulations and may be required to file an annual Form 700 Conflict of Interest Statement of Economic Interests (as required following the passage of the Political Reform Act Government Code Section 81000, et seq.) (attached to and made a part of this contract).

The Superintendent may determine in writing that a particular consultant is hired to perform a range of duties that are limited in scope and, thus, is not required to comply fully with the disclosure requirements described in those Sections cited above. The Superintendent's determination is a public record and shall be retained for public inspection in the same manner and location as the Conflict of Interest Code Form 700 Statements of Economic Interest. In addition, if the contract itself contains Conflict of Interest/Statements of Economic Interest Disclosures, the consultant is not required to re-file with the district annually.

- 9. **MODIFICATION OR ASSIGNMENT:** This agreement may not be assigned by either party without express written consent to the other. No modification shall be effective unless approved in writing by DISTRICT or authorized representatives.

CONTRACTOR/CONSULTANT:

RIVER DELTA UNIFIED SCHOOL DISTRICT:

Loy Mattison Enterprises- _____ June 22, 2021
 Printed/Typed Name Date

Katherine Wright _____ June 22, 2021
 Requested By Date

 Social Security Number/Federal Tax ID Number

 Approval Signature Date

 Address State Zip

01-0000-0-5800-100-9172-7200-000-000
 Budget Code (Name & Coding)

 Contact Phone and Email

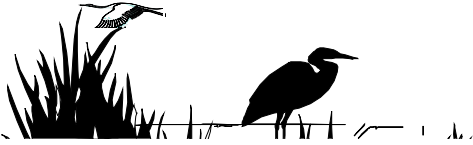
 Board of Trustees Action Date

 Signature (Contractor/Consultant Authorized Representative)

Consultant must answer the two questions below:

- 1. Are you presently or have you been a member of PERS or STRS?
 PERS: Yes _____ No X____
 STRS: Yes _____ No X____
- 2. Are you presently an employee of River Delta Unified School District? Yes _____ No X____

This contract is not valid nor an enforceable obligation against the District until approved or ratified by the Board of Trustees, duly passed and adopted.



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street

Rio Vista, California 94571-1651

(707) 374-1700 Fax (707) 374-2995

HOLD HARMLESS & INDEMNIFICATION AGREEMENT

To the fullest extent permitted by law, Loy Mattison Enterprises, (Contractor/Consultant) agrees to defend, indemnify, hold harmless and waive all rights of subrogation against River Delta Joint Unified School District, its Board of Trustees, officers, agents and employees (collectively the "District") from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities, whether active or passive, arising from any accident, death, or injury whatsoever or however caused or alleged to be caused whether by the District or the Contractor/Consultant to any person or property because of, arising out of, or in any way related to the performance of this agreement. Contractor/Consultant shall not be responsible for the sole or willful liability of the District. It is understood and agreed that such indemnity shall survive the termination of this agreement.

Contractor/Consultant shall maintain their own contractual liability insurance to cover its obligations under this agreement. This indemnification is independent of and shall not in any way be limited by insurance carried by the Contractor/Consultant.

In the case of Facility Use Agreements, Contractor/Consultant further agrees to comply with the insurance requirements attachment to that contract and shall name the District as an additional insured via separate endorsement from its insurance carrier, and provide acceptable proof thereof to the District.

If the Contractor/Consultant should sublet any work to another party (i.e., subcontractor), Contractor/Consultant guarantees that such subcontractor shall indemnify the District prior to permitting subcontractor to commence its work. Contractor/Consultant shall obtain a signed agreement from such subcontractor indemnifying the District as set forth above. In addition, Contractor/Consultant shall require in its purchase orders that each supplier indemnify Contractor/Consultant and the District from any and all losses arising from any materials, products, or supplies included in such work.

In the case of any conflict with these requirements and the provisions of the agreement to which it is attached, these provisions shall prevail.

Signature of Authorized Representative

Date Signed

Loy Mattison
Typed/Printed Name of Authorized Representative

Loy Mattison Enterprises
Company Name

Address, Email & Phone: _____

1/14/08

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- Bates School
- Isleton School
- Walnut Grove School
- Delta High School
- Wind River School
- Clarksburg Middle
- Riverview Middle
- D.H. White Elementary
- Rio Vista High School
- Mokelumne High School
- River Delta High/Elementary School
- River Delta Community Day School.....Delta Elementary Charter School



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Superintendent's Statement Regarding Consultant and Conflict of Interest Annual Statement Needed

This is to affirm that the Contractor/Independent Contractor (Consultant), Loy Mattison Enterprises, is hired by this District to perform work as indicated below and/or per attached contract/agreement:

Description of Duties: The complete E-Rate process, from application through funding and verification of credits begin applied to invoices.

Will these duties and/or this Contractor/Consultant in any way have any level of influence on the expenditure of district revenues and/or resources?

X No (If No, this consultant is not required to file the Form 700 with the district for the year(s) they are contracted by the district as long as the scope of duties do not change*).

Yes (If Yes, this consultant is required to file a **statement of economic interests/conflict of interest disclosure with this district for the year(s) they are contracted by the district****)

*This contractor/consultant (although identified as a "designated position" for purposes of the District's Conflict of Interest Code/Economic Interest Statement Form 700) is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements described in the District's Conflict of Interest Code.

**Either (a) the contractor/consultant must file the Form 700 annually as long as they are contracted with the district or (b) if the contract/agreement itself (provided by the contractor/district and district Board approved), contains conflict of interest disclosures, the contractor/consultant may attach that portion of the contract/agreement to this Statement (annually) in satisfaction of this requirement.

This determination is a public record and shall be retained for public inspection in the same manner and location as the District's Conflict of Interest Code Form 700s.

Katherine Wright, Superintendent

Date

1/14/08

Attachment : (Conflict of Interest Code)

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Bates School Isleton School Walnut Grove School Delta High School Wind River School
Clarksburg Elementary Riverview School D.H. White Elementary Rio Vista High School Mokelumne High School
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RIVER DELTA UNIFIED SCHOOL DISTRICT

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Attachment to Superintendent’s Statement

DISTRICT’S CONFLICT-OF-INTEREST CODE

“The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Reg. Sec. 18730) which contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency’s code. After public notice and hearing it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendix designating officials and employees and establishing disclosure categories, shall constitute the conflict-of-interest code of the River Delta Joint Unified School District.

Designated employees shall file their statements with the River Delta Joint Unified School District which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) Statements for all designated employees will be retained by the River Delta Joint Unified School District in the Superintendent’s Office.”

Below are excerpts from attachments to the above Code regarding consultant disclosure:

Consultants must be included in the list of designated employees and must disclose pursuant to the broadest disclosure category in this code (*) subject to the following limitation: The superintendent may determine in writing that a particular consultant, although a “designated position”, is hired to perform a range of duties that are limited in scope and thus is not required to comply fully with the disclosure requirements described in this Section. Such written determination shall include a description of the consultant’s duties and, based on that description, a statement of the extent of disclosure requirements. The superintendent’s determination is a public record and shall be retained for public inspection in the same manner and location as this Conflict-of-Interest Code. In addition, if the contract itself contains conflict of interest disclosures, the consultant is not required to re-file under this provision.

Designated persons in this category must report: (a) Interests in real property which are located entirely or partly within district boundaries, or within two miles of district boundaries or of any land owned or used by the district. Such interests include any leasehold, beneficial or ownership interest or option to acquire such interest in real property. (b) Investments or business positions in or income, including gifts, loans, and travel payments, from sources which: (1) are engaged in the acquisition or disposal of real property within the district. (2) are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or (3) manufacture or sell supplies, books, machinery or equipment of the type used by the district.

1/14/08

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Bates School Isleton School Walnut Grove School Delta High School Wind River School
Clarksburg Middle Riverview Middle D.H. White Elementary Rio Vista High School Mokelumne High School
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RIVER DELTA UNIFIED SCHOOL DISTRICT

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CONTRACTOR INSURANCE REQUIREMENTS

Contractor represents that it does carry and will continue to carry, with Insurance companies acceptable to the District, the following insurance coverages for any work or liability, including products and completed operations, arising out of or in any way connected with the work under this agreement:

Commercial General Liability Coverage—on an “occurrence form” policy containing a per occurrence limit of at least \$1,000,000 or the total cost of the project, which ever is more, protecting against bodily injury, property damage and personal injury claims arising from the exposures of (1) premises and operations; (2) products and completed operations (with a separate limit of coverage at least equal to the per occurrence limit); (3) independent subcontractors; (4) Contractual liability risk covering the indemnity obligations set forth in the hold harmless and indemnification agreement; and (5) where applicable, property damage resulting from explosion, collapse, or underground (x, c, u) exposures. The policy may not contain any exclusion or reduction in coverage for any of the above listed exposures.

Automobile Liability Coverage—insuring against bodily injury and/or property damage arising out of the operation, use, loading or unloading of any auto including owned, non-owned, hired and employee autos with limits of at least \$1,000,000.

Worker’s Compensation and Employer’s Liability Coverage—providing statutory benefits imposed by applicable state or federal laws such that the District will have no liability to Contractor or its employees, subcontractors and agents; and that Contractor will satisfy all Worker’s Compensation obligations imposed by state law. If Contractor has any employees that are subject to the rights and obligations of the Longshoremen and Harbor Workers Act, then the Worker’s Compensation Insurance must be broadened to provide such coverage. In addition, Contractor agrees to carry Employer’s Liability Coverage with limits of not less than \$1,000,000 per accident for each employee.

Professional Liability Coverage—insuring, where applicable, for any exposures resulting from professional liability with limits of at least \$1,000,000.

Additional Insured—Contractor shall add “River Delta Unified School District, its board of trustees, officers, agents and employees” (collectively the “District”) as an additional insured via separate endorsement by having the insurance carrier issue an ISO CG 20 10 edition date 11 85 Additional Insured Endorsement or its equivalent. Such endorsement must include completed operations coverage for the benefit of the additional insured. This extension shall apply to the full extent of the actual limits of Contractor’s coverages even if such actual limits exceed the minimum limits required by this agreement. The District’s additional insured status under the policy(ies) must not be limited by amendatory language to the policy. To the extent umbrella or excess insurance is available above the minimum required limits stated in this Agreement, the protection afforded the District in the umbrella or excess liability insurance shall be as broad or broader than the coverages present in the underlying insurance and in accordance with this agreement. Each general liability, umbrella, or excess policy shall specifically state that the insurance provided by the Contractor shall be considered primary, and insurance of the District shall be considered excess for purposes of responding to claims.

Creating Excellence To Ensure That All Students Learn

Bates School
Clarksburg Elementary

Isleton School
Riverview School
River Delta High/Elementary School

Walnut Grove School
D.H. White Elementary
River Delta Community Day School.....Delta Elementary Charter School

Delta High School
Rio Vista High School

Wind River School
Mokelumne High School

Contractor shall evidence that such insurance is in force by furnishing the District with acceptable proof thereof with a Certificate of Insurance together with a copy of the declarations page of the policies and all policy endorsements, or if requested by the District, certified copies of the policies. The certificate, declarations page, and all policy endorsements shall become a part of this agreement. Each certificate of insurance shall (1) contain an unqualified statement that the policy shall not be subject to cancellation, nonrenewal, adverse change, or reduction of amounts of coverage without thirty (30) days prior written notice to the District, but in the event of non-payment of premium, ten (10) days notification will be provided; (2) show the District as Additional Insured by referencing and attaching the required endorsement; (3) shall indicate that the Contractor’s coverage is primary and the District’s insurance is excess for any claims; and (4) as to CGL coverage shall state “Policy includes contractual liability coverage insuring the agreement and obligations of the insured to indemnify the District and others to the extent set forth in the Agreement between the insured and the District.”

Subcontractors and Suppliers—If the Contractor should sublet any work to another party (subcontractor), Contractor guarantees that such subcontractor shall indemnify the District as set forth in this agreement and shall carry insurance as set forth in these requirements prior to permitting subcontractor to commence its work. Contractor shall obtain a signed agreement from such subcontractor indemnifying the District as set forth in this Agreement and agreeing to carry insurance as set forth above. In addition, Contractor shall require in its purchase orders that each supplier indemnifies Contractor and the District from all losses arising from any materials, products, or supplies included in such work.

Any attempt by the Contractor to cancel or modify such insurance coverage, or any failure by the Contractor to maintain such coverage, shall be default under this Agreement and, upon such default, the District will have the right to terminate this Agreement and/or exercise any of its rights at law or at equity. In addition to other remedies, the District may, at its discretion, withhold payment of any sums due under this Agreement until Contractor provides adequate proof of insurance.

These insurance requirements are independent of and shall not in any way limit the indemnity obligations of the Contractor under this agreement.

The amounts and types of insurance set forth above are minimums required by the District and shall not substitute for an independent determination by Contractor of the amounts and types of Insurance which Contractor shall determine to be reasonably necessary to protect itself and its work. The District reserves the right to modify these provisions relating to indemnification and insurance, and Contractor agrees to be bound by such modifications 30 days after receipt of the modified provisions.

Failure to enforce any of the provisions of these requirements or any of the provisions of this agreement shall in no way constitute a waiver of such provisions. In the case of any conflict with these requirements and the provisions of the agreement to which it is attached, these provisions shall prevail.

Signature of Authorized Representative

Date Signed

Typed/Printed Name of Authorized Representative
Address, Email & Phone: _____

Company Name

1/14/08

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Nicole Latimer, Chief Educational Services Officer

Item Number: 10.15

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

SUBJECT:

Request Permission to Apply for the Agricultural Incentive Grant for the 2021-2022 School Year

BACKGROUND:

This grant provides needed funds for the operation of the Delta High School and Rio Vista High School Agricultural programs.

STATUS:

This is an annual application. Board approval is needed to apply for the Agricultural Incentive Grant.

PRESENTER:

Nicole Latimer, Chief Educational Services Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

No cost to the school or the district

RECOMMENDATION:

That the Board grants permission to apply for the Agricultural Incentive Grant for the 2021-2022 school year.

Time allocated: 2 minutes

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- 1. Curriculum and Instruction
- 2. Leadership and Citizenship Development
- 3. Practical Application of Occupational Skills
- 4. Qualified and Competent Personnel
- 5. Facilities, Equipment, and Materials
- 6. Community, Business, and Industry Involvement
- 7. Career Guidance
- 8. Program Promotion
- 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE
CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

Yes No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A
VARIANCE REQUEST FORM FOR EACH AND CONTINUE TO THE NEXT PAGE OF
YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE,
AND YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL
CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: JULY 1, 2021 TO JUNE 30, 2022

Applicant Information (please fill in the underlined fields)

Number of different agriculture teachers at site (Please attach a separate list of agriculture teachers' names):	<u>2</u>
Total number of students from the prior fiscal year R-2 Report:	<u>138</u>
Number of teachers meeting Criterion 10 (Class size - See instructions):	<u>1</u>
Number of teachers meeting Criterion 11a (Year round employment - See instructions):	<u>2</u>
Number of teachers meeting Criterion 11b (Project supervision period - See instructions):	<u>2</u>
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	<u>N</u>

Award Calculations

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of agriculture teachers' names):	<u>\$ 4,500.00</u>
Part 2: Based on \$8.00 per member listed on the R-2 Report:	<u>\$ 1,104.00</u>
Part 3a: Based on number of teachers meeting Criterion 10:	<u>\$ 2,000.00</u>
Part 3b: Based on number of teachers meeting Criterion 11a:	<u>\$ 4,000.00</u>
Part 3c: Based on number of teachers meeting Criterion 11b:	<u>\$ 4,000.00</u>
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	<u>\$ 0.00</u>
Total Estimated Award:	<u>\$ 15,604.00</u>

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate:

\$ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Classroom Materials and Supplies	\$ 10,500.00	\$ 10,500.00
Subtotal	N/A	\$ 10,500.00	\$ 10,500.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Fuel for Vehicles	\$ 1,000.00	\$ 1,000.00
2.	Misc costs for vehicles	\$ 1,000.00	\$ 1,000.00
3.	CATA Conference- Regional	\$ 150.00	\$ 150.00
4.	CATA Summer Conference	\$ 1,500.00	\$ 1,500.00
5.	State FFA Convention- Adult Reg.	\$ 850.00	\$ 850.00
6.	Travel Costs- Field Days/Field Trips	\$ 604.00	\$ 604.00
7.			
8.			
9.			
10.			
Subtotal	N/A	\$ 5,104.00	\$ 5,104.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.			
2.			
3.			
4.			
5.			
Subtotal	N/A	\$ 0.00	\$ 0.00

Total Allocated Funds:

\$ 15,604.00

\$ 15,604.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021-22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Delta High School
School Site

River Delta Unified School District
District


Please include the following items with your application:

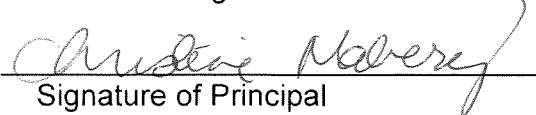
- Eligibility Determination Sheet
- Variance Request Form (if applicable)
- Quality Criterion 12 Form (if applicable)
- Award Estimator and Budget Sheet
- List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.


Signature of Authorized Agent

Chief Educational Services Officer
Authorized Agent Title


Signature of Agriculture Teacher
Responsible for the Program


Signature of Principal

Contact Phone Number: (707) 374-1700

Date of Local Agency Board Approval: _____

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Rlo Vista High School

River Delta Unified

School Site

District

Please include the following items with your application:

- Eligibility Determination Sheet
- Variance Request Form (if applicable)
- Quality Criterion 12 Form (if applicable)
- Award Estimator and Budget Sheet
- List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Mauraen K...

Signature of Agriculture Teacher
Responsible for the Program

Authorized Agent Title

Dante S...

Signature of Principal

Contact Phone Number: _____

Date of Local Agency Board Approval: _____

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- 1. Curriculum and Instruction
- 2. Leadership and Citizenship Development
- 3. Practical Application of Occupational Skills
- 4. Qualified and Competent Personnel
- 5. Facilities, Equipment, and Materials
- 6. Community, Business, and Industry Involvement
- 7. Career Guidance
- 8. Program Promotion
- 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE
CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

Yes No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A
VARIANCE REQUEST FORM FOR EACH AND CONTINUE TO THE NEXT PAGE OF
YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE,
AND YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL
CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: JULY 1, 2021 TO JUNE 30, 2022

Applicant Information (please fill in the underlined fields)

Number of different agriculture teachers at site (Please attach a separate list of agriculture teachers' names):	<u>2</u>
Total number of students from the prior fiscal year R-2 Report:	<u>190</u>
Number of teachers meeting Criterion 10 (Class size - See instructions):	<u>0</u>
Number of teachers meeting Criterion 11a (Year round employment - See instructions):	<u>1</u>
Number of teachers meeting Criterion 11b (Project supervision period - See instructions):	<u>2</u>
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	<u>N</u>

Award Calculations

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of agriculture teachers' names):	<u>\$ 4,500.00</u>
Part 2: Based on \$8.00 per member listed on the R-2 Report:	<u>\$ 1,520.00</u>
Part 3a: Based on number of teachers meeting Criterion 10:	<u>\$ 0.00</u>
Part 3b: Based on number of teachers meeting Criterion 11a:	<u>\$ 2,000.00</u>
Part 3c: Based on number of teachers meeting Criterion 11b:	<u>\$ 4,000.00</u>
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	<u>\$ 0.00</u>
Total Estimated Award:	<u>\$ 12,020.00</u>

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate:

\$ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Books, Supplies	\$ 8,770.00	\$ 8,770.00
Subtotal	N/A	\$ 8,770.00	\$ 8,770.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Travel	\$ 2,250.00	\$ 2,250.00
2.	Rents, Leases, Repairs	\$ 1,000.00	\$ 1,000.00
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal	N/A	\$ 3,250.00	\$ 3,250.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.			
2.			
3.			
4.			
5.			
Subtotal	N/A	\$ 0.00	\$ 0.00

Total Allocated Funds:

\$ 12,020.00

\$ 12,020.00

Rio Vista High School Agriculture Teachers

1. Maureen Reis
2. Ashlyn Bartlett

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X_____

From: Victoria Turk, Principal

Item Number: 10.16

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

SUBJECT:

Request to Approve the Professional Expert Agreement with Susan Jones to provide 15 days of Coaching and Mentoring for Rio Vista High School Teachers in the 2021-2022 School Year at a cost not exceed \$3,000.

BACKGROUND:

Susan Jones was a mentor teacher in Santa Clara USD. Rio Vista High School would like to contract with her for 15 days of coaching/mentoring with Rio Vista High School teachers.

STATUS:

Professional Expert Agreements require Board approval.

PRESENTER:

Victoria Turk, Principal

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

\$3,000 from Site Funds

RECOMMENDATION:

That the Board approves the Professional Expert Agreement with Susan Jones for the 2021-2022 school year.

Time allocated: 2 minutes

River Delta Unified School District

445 Montezuma Street

Rio Vista, CA 94571

Professional Expert Agreement

Under Section 45103 of the *Education Code*, professional experts employed "on a temporary basis for a specific project" are exempt from classified service. Professional experts must have a special skill or knowledge of a particular subject matter, derived from specialized training or expertise, often involving intensive academic preparation, or representing mastery of that subject. This agreement is for services which do not meet the criteria for Independent Contract Services and will be paid through payroll. Reimbursement will be reported as taxable compensation on statements of earnings (W-2). Applicable payroll deductions when appropriate including STRS and PERS will be made at the time of earned payments. It is understood that this agreement provides for a temporary position having no employment rights or benefits.

River Delta Unified School District agrees to Contract with Susan Jones for the services

performed from: August 1, 2021 to: June 1, 2022.

Services to be performed: Coaching, planning, and collaborating with teachers

Amount to be paid:

Budget # 0 0000 0 5800 321 1110 1000 \$ 3000.00

Budget # _____ \$ _____

Payment will be made, with approval of certifying administrator, upon completion of services as follows:

Coaching

Pay Rate: \$ \$200 per daily (hour, day, week, month, flat rate, stipend)

Requested by: Victoria Turk / Principal 7.1.21
Title Date

Supervisor Approval: _____ / _____
Title Date

Director of Personnel _____ Date _____

Assistant Superintendent, Business Services _____ Date _____

NOTE: This form must be accompanied by the following:

I-9 Copy of Social Security Card
W-4 Copy of Driver's License
DE 4

Identify services completed and submit to payroll:

Completed: _____ / **Certifying Administrator**

_____ / _____

_____ / _____

All obligations have been fulfilled
Additional payment requests will be forwarded to Payroll

Professional Expert Completes:

Name _____

S.S. # _____

Address _____

Telephone # _____

Professional Expert Signature _____ Date _____

Do you have a valid CA teaching credential?

Yes No

Are you presently or have you been a member of

PERS Yes No

STRS Yes No

Are you presently an employee of RDUSD?

Yes No

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 10.17

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

SUBJECT:

Request to Approve the Contract with Ryland School Business Consulting for Various Financial Projects and Business Office Services

BACKGROUND:

In the past the district has used the consulting firm of Ryland School Business Consulting for assistance with various financial projects and coaching services. They are a well-known and respected firm that provides services to many districts throughout Northern California.

STATUS:

This is an open agreement with Ryland School Service Consulting for various business and financial services on an as needed basis for FY 2021-22 not to exceed \$15,000.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT: N/A

COST AND FUNDING SOURCES:

Cost not to exceed \$15,000 - Unrestricted General Fund

RECOMMENDATION:

That the Board approves the contract with Ryland School Business Consulting for FY 2021-22.

Time allocated: 2 minutes



SCHOOL BUSINESS SERVICES CONTRACT

This contract is made by and between STLR Corp, dba RYLAND SCHOOL BUSINESS CONSULTING (Contractor) and the RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT. Contractor will provide financial and business office services (described more specifically below) as needed and directed by District staff. In consideration of the services provided, the RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT will pay to Contractor hourly fees of \$175 for professional services and for travel time. All charges, including expenses, will be approved by the Superintendent of the RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT. Expenses are defined as actual, out-of-pocket expenses, such as lodging, meals, telephone charges, express or overnight mail charges, etc. The District will be billed on a monthly basis for fees and expenses. The term of this contract is twelve months.

RYLAND SCHOOL BUSINESS CONSULTING will provide general financial planning and business services to RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT and its districts which may include but are not limited to the following: business office assistance and training; budget development; year-end closing of the books; general financial analysis as needed for negotiations; charter school petition evaluation and fiscal viability analysis; documentation of procedures; development of financial strategies and analysis related to growth or decline; recommendations for board policy; preparation or review of short-term and long-term cash flow schedules; and presentations to the governing board.

It is expressly understood and agreed to by both parties that the Contractor, while carrying out and complying with any of the terms and conditions of this agreement, is a corporation licensed in California and not an employee of the District. This contract may be terminated by either party with 30 days' notice. In the case of early termination, RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT will be entitled to completion of all work in progress at its option, and RYLAND SCHOOL BUSINESS CONSULTING will be entitled to payment in full of all expenses and fees incurred.

AGREED:

Katherine Wright, Superintendent
RIVER DELTA JOINT UNIFIED SCHOOL DISTRICT

_____ *s/ Teresa R. Ryland* _____
President
RYLAND SCHOOL BUSINESS CONSULTING

Date

Date

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Tom Anderson, Director of Special Education

Item Number: 10.18

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

SUBJECT:

Request to Approve the Independent Contract for Services Agreement with Carina Grandison, Ph.D. for the 2021-2022 School Year at a Cost Not to Exceed \$6,600.

BACKGROUND:

Carina Grandison provides neuropsychological assessments for children of all ages with a wide range of neurocognitive, learning and developmental disorders.

STATUS:

Carina Grandison will provide an independent educational evaluation for a district student as required by an IEP team decision. The 2021-2022 contract is not to exceed \$6,600.

PRESENTER: Tom Anderson, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$6,600 paid by Special Education funds.

RECOMMENDATION:

That the Board approves the Independent Contract for Services Agreement with Carina Grandison, Ph.D. for the 2021-2022 school year at a cost not to exceed \$6,600.

Time allocated: 2 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1651
(707) 374-1700 Fax (707) 374-2901
www.riverdelta.k12.ca.us

INDEPENDENT CONTRACT FOR SERVICES AGREEMENT

THIS AGREEMENT is entered into by and between the River Delta Unified School District hereinafter referred to as "DISTRICT," and Carina Grandison, Ph.D., hereinafter referred to as "CONSULTANT."

IT IS HEREBY MUTUALLY AGREED that Consultant will provide services under the following terms and conditions:

1. TERM: The term of this agreement is from July 1, 2021 through June 30, 2022. Extension or renewal requires approval of DISTRICT or authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the agreement without approval of the DISTRICT or authorized representative.

This agreement may be terminated with 30 days advance written notice by either party. In the event of termination for cause, CONSULTANT need be compensated only to the extent required by law.

2. CONSULTANT SERVICES: CONSULTANT agrees to perform, during the term of this agreement, the tasks obligations and services detailed as follows: Provide an independent educational evaluation for one district student.

3. PAYMENT FOR SERVICES: CONSULTANT shall receive compensation at the rate of:
\$ per day week month year or per hour
OR
for a total cost not to exceed \$ 6,600 - Flat rate per assessment.

In the event the CONSULTANT is required to travel outside Solano, Yolo or Sacramento Counties at the request of the DISTRICT, it is agreed that actual and necessary expenses incurred while performing such services shall be reimbursed. All payments will be based on invoices submitted to DISTRICT by CONSULTANT and approved by DISTRICT'S authorized representative. The CONSULTANT shall provide an itemization of costs on submitted invoice.

4. RECORDS: CONSULTANT will maintain full and accurate records in connection with this agreement and will make them available to DISTRICT for inspection at any time. CONSULTANT'S work product produced under this agreement shall be the property of DISTRICT and cannot be used without permission of same.
5. STATUS OF CONTRACTOR: DISTRICT and CONSULTANT agree that CONSULTANT, in performing the services specified in this agreement, shall act as an independent contractor and shall have control of all work and the manner in which it is performed. CONSULTANT shall be free to contract for similar service to be performed for other employers while under the contract with DISTRICT; CONSULTANT will not accept such engagements which interfere with performance under this agreement. CONSULTANT is not entitled to participate in any pension plan, insurance, bonus or similar benefits the DISTRICT provides for its employees. The CONSULTANT is not authorized to carry out any official act of the DISTRICT that is required to be done by an employee or office of the DISTRICT.
6. HOLD HARMLESS AND INDEMNIFICATION: CONSULTANT agrees to abide by the *Hold Harmless and Indemnification Agreement* attached to and made a part of this contract.

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Nicole Latimer, Chief Educational Services Officer

Item Number: 10.19

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

SUBJECT:

Request to Approve the Online Software Program of Home Campus an Athletic Clearance Packet Program for Rio Vista High School and Delta High School

BACKGROUND:

Home Campus is an online software program used to digitize athletic clearance packets. Their process saves time for parents, athletic directors and schools by eliminating paperwork and organizing it all in within the Home Campus Account. Parents/Students will create an account, fill out pertinent information and sign off on signature forms. Athletic staff will be able to review the information and clear students for participation.

STATUS:

This is a renewal contract. Home Campus will provide athletic clearances for Rio Vista High School and Delta High School.

PRESENTER:

Nicole Latimer, Chief Educational Services Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

Not to exceed \$1,790 from Educational Services Funds.

RECOMMENDATION:

That the Board approve the purchase of Home Campus for Rio Vista High School and Delta High School for the 2021-2022 school year at a cost to exceed \$1,790.

Time allocated: 2 minutes



HOME CAMPUS
 PO BOX #807
 Dana Point, CA 92629
 (562) 206-2486

INVOICE

Date Issued	Invoice #
06-11-2021	5875

Bill To:

Delta
 52810 Netherlands Ave, Clarksburg , CA, 95612

Description	Term	Cost
Basic + Athletic Clearance (07/02/2021 - 07/02/2022)	1 Year	\$495.00
		\$400.00
Discount:		\$ 0.00
Total Amount:		\$895.00
Payment Credit:		\$0.00
Balance Due:		\$895.00

**Please Make Checks Payable to
 "Home Campus"**

Remarks:

[Back To My Account](#) [Print Invoice](#)



HOME CAMPUS
PO BOX #807
Dana Point, CA 92629
(562) 206-2486

INVOICE

Date Issued	Invoice #
06-07-2021	5829

Bill To:

Rio Vista
410 S. Fourth St., Rio Vista, CA, 94571

Description	Term	Cost
Basic + Athletic Clearance (06/27/2021 - 06/26/2022)	1 Year	\$495.00
		\$400.00
Discount:		\$ 0.00
Total Amount:		\$895.00
Payment Credit:		\$0.00
Balance Due:		\$895.00

**Please Make Checks Payable to
"Home Campus"**

Remarks:

[Back To My Account](#) [Print Invoice](#)

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Victoria Turk and Christine Mabery, Principals

Item Number: 10.20

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

SUBJECT:

Request to Approve Victoria Turk, Katherine Ingalls and Noelle Gomes as Rio Vista High School Representatives to CIF Leagues for 2021-2022 and Christine Mabery and Nanci Rose as Delta High School Representatives to CIF Leagues for the 2021-2022 School Year

BACKGROUND:

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the Board, after joining CIF, designate their representatives to CIF leagues. It is a legal requirement that league representatives be so designated.

STATUS:

Rio Vista High School would like Board to appoint Vicky Turk, Katherine Ingalls and Noelle Gomes as the RVHS representatives to the CIF league for the 2021-2022 school year. Delta High School would like Board to appoint Christine Mabery and Nanci Rose as representatives to the CIF league for the 2021-2022 school year.

PRESENTER:

Victoria Turk, Principal of Rio Vista High School and Christine Mabery, Principal of Delta High School

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

No cost to the District to appoint CIF league representatives

RECOMMENDATION:

That the Board Appoint Vicky Turk, Noelle Gomes, Katherine Ingalls, Christine Mabery and Nanci Rose as RDUSD CIF League Representatives for the 2021-2022 School Year.

Time allocated: 2 minutes



TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: RON NOCETTI, EXECUTIVE DIRECTOR

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 12, 2021

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2021-2022**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p. 18) for the affected schools.

At the State Federated Council level, we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools, and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 28, 2021 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

2021-2022 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2021.**

River Delta Unified School District/Governing Board at its June 22, 2021 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2021-2022 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Rio Vista High School
NAME OF REPRESENTATIVE Victoria Turk POSITION Principal
ADDRESS 410 S. 4th Street CITY Rio Vista ZIP 94571
PHONE (707) 374-6336 FAX (707) 374-6810 E-MAIL vturk@rdusd.org

NAME OF SCHOOL Rio Vista High School
NAME OF REPRESENTATIVE Katherine Ingalls POSITION Vice Principal
ADDRESS 410 S. 4th Street CITY Rio Vista ZIP 94571
PHONE (707) 374-6336 FAX (707) 374-6810 E-MAIL kingalls@rdusd.org

NAME OF SCHOOL Rio Vista High School
NAME OF REPRESENTATIVE Noelle Gomes POSITION Athletic Director
ADDRESS 410 S. 4th Street CITY Rio Vista ZIP 94571
PHONE FAX (707) 6810 E-MAIL ngomes@rdusd.org

NAME OF SCHOOL Delta High School
NAME OF REPRESENTATIVE Christine Mabery POSITION Principal
ADDRESS 52810 Netherlans Avenue CITY Clarksburg ZIP 95612
PHONE (916) 744-1714 FAX (707) 744-1673 E-MAIL cmaberv@rdusd.org

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Katherine E. Wright Signature
Address 445 Montezuma Street City Rio Vista Zip 94571
Phone (707) 374-1711 Fax (707) 374-2995

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

2021-2022 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2021.**

River Delta Unified School District/Governing Board at its June 22, 2021 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2021-2022 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Delta High School
NAME OF REPRESENTATIVE Nanci Rose POSITION Vice Principal
ADDRESS 52810 Netherlans Avenue CITY Clarksburg ZIP 95612
PHONE (916) 744-1714 FAX (707) 744-1673 E-MAIL nrose@rdusd.org

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Katherine E. Wright Signature _____

Address 445 Montezuma Street City Rio Vista Zip 94571

Phone (707) 374-1711 Fax (707) 374-2995

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

CIF SECTION OFFICES

CIF CENTRAL SECTION

Ryan Tos, Commissioner
764 P Street, #105
Fresno, CA 93721
Phone: (559) 781-7586
Email: kellyjones@cifcs.org

CIF CENTRAL COAST SECTION

David Grissom, Commissioner
333 Piercy Road
San Jose, CA 95138
Phone: (408) 224-2994
Email: dgrissom@cifccs.org

CIF LOS ANGELES SECTION

Vicky Lagos, Commissioner
10660 White Oak Avenue, Suite 216
Granada Hills, CA 91344
Phone: (818) 767-0800
Email: vlagos@cif-la.org

CIF NORTH COAST SECTION

Pat Cruickshank, Commissioner
5 Crow Canyon Court, Suite 209
San Ramon, CA 94583
Phone: (925) 263-2110
Email: slivingston@cifncs.org

CIF NORTHERN SECTION

Elizabeth Kyle, Commissioner
2241 St. George Lane, Suite 2
Chico, CA 95926
Phone: (530) 343-7285
Email: lkyle@cifns.org

CIF OAKLAND SECTION

Franky Navarro, Commissioner
1000 Broadway, Ste. 150
Oakland, CA 94607
Phone: (510) 879-2846
No fax number

CIF SAC-JOQUIN SECTION

Michael Garrison, Commissioner
P.O. Box 289
Lodi, CA 95241
Phone: (209) 334-5900
Email: kjohnson@cifsjs.org

CIF SAN DIEGO SECTION

Joe Heinz, Commissioner
3470 College Avenue
San Diego, CA 92115
Phone: (858) 292-8165
Email: scandia@cifsdcs.org

CIF SAN FRANCISCO SECTION

Don Collins, Commissioner
555 Portola Drive, Bungalow 2
San Francisco, CA 94131
Phone: (415) 920-5185
Fax: (415) 920-5189

CIF SOUTHERN SECTION

Rob Wigod, Commissioner
10932 Pine Street
Los Alamitos, CA 90720
Phone: (562) 493-9500
Email: sharonh@cifss.org

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 10.21

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

SUBJECT:

Request to Approve the Contract with Burke, Williams & Sorensen, LLP to Provide Legal Services with Respect to its General Business, Legal, Educational and Governance Matters, Including Representation, Advice, and Counseling on Charter School Matters.

BACKGROUND:

Burke, Williams & Sorensen, LLP has provided legal services in the past regarding charter school matters.

STATUS:

The District would like to continue the Attorney, Client relationship with Burke, Williams & Sorensen, LLP with the agreement remaining in effect until terminated by either party in accordance with the terms contained herein or by mutual agreement of the parties.

PRESENTER:

Katherine Wright, Superintendent

COST AND FUNDING SOURCES:

The General Fund will pay for legal services.

RECOMMENDATION:

That the Board approves the agreement with Burke, Williams & Sorensen, LLP

Time allocated: 2 minutes

June 3, 2021

VIA ELECTRONIC MAIL ONLY:

Katherine Wright, Superintendent
River Delta Unified School District
445 Montezuma Street
Rio Vista, CA 94571-1651

Re: Agreement for Legal Services – 2021-2022
River Delta Unified School District
Burke, Williams & Sorensen, LLP

Dear Superintendent Wright:

We are pleased to represent River Delta Unified School District (“Client”) with respect to the matters described in this Agreement. The following sets forth the terms pursuant to which Burke, Williams & Sorensen, LLP (“Burke”) and Client agree that Burke will provide legal services to Client. The hallmark of any productive professional relationship is effective communication. We invite you to contact us at any time during or after our representation with regard to any questions you may have associated with our representation or the matters described herein.

1. CONDITIONS. The effective date of this Agreement will be July 1, 2021 through June 30, 2022. This Agreement shall remain in effect until terminated by either party in accordance with the terms contained herein or by mutual agreement of the parties.

2. SCOPE OF SERVICES. Client hires Burke to provide legal services as directed by the Superintendent, administrators, or the Board of Trustees with respect to its general business, legal, educational and governance matters, including representation, advice, and counseling on charter school matters. No representation outside of the services set forth herein shall be provided by Burke to Client. No representation of any directors, officers, employees, or any other persons or entities affiliated with Client shall be provided unless such representation is expressly included in this Agreement. Client will provide those legal services reasonably required to represent Client. Burke will take reasonable steps to keep Client informed of progress and to respond to all inquiries of Client. Services in any matter not described herein will require a separate written request from Client.

3. CLIENT OBLIGATIONS. Client agrees to cooperate and be truthful with Burke, to keep Burke informed of any information or developments which may come to their attention, to abide by the terms of this Agreement, to pay Burke’s bills on time, and to keep Burke advised of

Katherine Wright, Superintendent
June 3, 2021
Page 2

their current address, telephone number, and all other contact information. Client will assist Burke in providing necessary information and documents, and will appear when necessary at legal proceedings.

4. CONFLICTS OF INTEREST. Before accepting representation of Client, Burke has undertaken reasonable and customary efforts to determine whether there are any potential conflicts of interest or adversity of positions between Client and any other person or entity that would bar Burke from representing Client in general or in any of the specific matters listed herein. Burke has reviewed this issue in accordance with the Rules of Professional Conduct adopted in California. Burke believes that those rules, rather than the rules of any other jurisdiction, are applicable to Client's representation. Client's execution and return of the enclosed copy of this Agreement represents an express agreement to the applicability of the Rules of Professional Conduct adopted in California to any and all representation arising under this Agreement.

5. DISCLOSURE. Pursuant to the requirements of California Business & Professions Code Section 6148, Burke hereby discloses that it maintains professional errors and omissions insurance.

6. LEGAL FEES AND BILLING PRACTICES. Client agrees to pay by the hour at Burke's prevailing rates for all time spent on Client's matter(s) by Burke's legal personnel. Current hourly rates for Burke's legal personnel are set forth in Attachment A to this Agreement.

Burke's rates are subject to change on 30 days' written notice to Client. If Client declines to pay the increased rates, Burke will have the right to withdraw as attorney for Client.

Time will be billed in a minimum increment of one-tenth (.1) hour. The time charged will include the time Burke spends on telephone calls relating to Client's matter(s), including calls with Client, witnesses, opposing counsel, or court personnel. The legal personnel assigned to Client's matter(s) may confer among themselves about the matter(s), as required and appropriate. When they do confer, each person will charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Likewise, if more than one of Burke's legal personnel attends a meeting, court hearing, or other necessary proceeding, each will charge for the time spent for doing so. Burke will charge for waiting time in court and elsewhere and for travel time, both local and out of town, except as otherwise agreed to by Client and Burke.

7. COSTS AND OTHER CHARGES.

(a) Costs and Expenses. Burke will incur various costs and expenses in performing legal services under this Agreement. In addition to Burke's hourly fees, Client agrees to pay for all costs, disbursements, and expenses associated with our legal representation of Client. These costs and expenses commonly include: service of process charges, filing fees, court and deposition reporters' fees, jury fees, notary fees, deposition costs, long distance telephone charges, messenger and other delivery fees, postage, photocopying and other reproduction costs,

Katherine Wright, Superintendent
June 3, 2021
Page 3

travel costs including parking, mileage, transportation, meals and hotel costs, investigation expenses, consultants' fees, expert witness, professional, mediator, arbitrator and/or special master fees, and other similar items. Except for the items listed below, all costs and expenses will be charged at Burke's cost.

In-office photocopying (per page):	\$.20
In-office color photocopying (per document):	\$1.00
Facsimile charges (per document):	\$1.00

(b) Experts, Consultants, and Investigators. To aid in the preparation or presentation of Client's case, it may become necessary to hire expert witnesses, consultants, investigators, and outsourced support services. Client agrees to pay such fees and charges. Burke will select any expert witnesses, consultants, investigators, or support services to be hired only with the express consent of the Client, and Client will be informed of persons chosen and their charges.

Additionally, Client understands that if the matter proceeds to court action or arbitration, Client may be required to pay fees and/or costs to other parties in the action. Any such payment will be entirely the responsibility of Client.

8. BILLING STATEMENTS. Burke will send Client periodic statements for fees and costs incurred. Each statement will be payable within 30 days of its mailing date. Client may request a statement at intervals of less than 30 days. If Client so requests, Burke will provide one within 10 days. The statements shall include the amount, rate, basis of calculation, or other method of determination of the fees and costs, which costs will be clearly identified by item and amount.

9. DISCHARGE AND WITHDRAWAL. Client may discharge Burke at any time. Burke may withdraw with Client's consent or for good cause. Good cause includes Client's breach of this Agreement, refusal to cooperate or to follow Burke's advice on a material matter, or any fact or circumstance that would render Burke's continuing representation of Client unlawful or unethical. When Burke's services conclude, all unpaid charges will immediately become due and payable by Client. Additionally, Burke will, upon Client's request, deliver all Client files and property in Burke's possession, whether or not Client has paid for all services.

10. DOCUMENT RETENTION POLICY. Upon written request, Client is entitled to any files in Burke's possession relating to the legal services performed by Burke for Client, excluding Burke's internal accounting records and other documents not reasonably necessary to Client's representation, subject to Burke's right to make copies of any files withdrawn by Client. Once a matter is concluded, Burke will close the file, and Client will receive notice thereof. Client's physical files may be sent to storage offsite, and thereafter there may be an administrative cost for retrieving these materials from storage. Thus, it is recommended that Client request the return of a file at the conclusion of a matter. Under Burke's document retention policy, Burke normally

Katherine Wright, Superintendent
June 3, 2021
Page 4

destroys files five (5) years after a matter is closed, unless other arrangements are made with Client, or as otherwise required by law.

All Client-supplied materials and all attorney end product (referred to generally as "client material") are the property of Client. Attorney end product includes, for example, finalized contracts, pleadings, and trust documents. Attorney work product is the property of Burke. Attorney work product includes, for example, drafts, notes, internal memoranda and electronic files, and attorney representation and administration materials, including attorney-client correspondence and conflicts materials.

After the close of a matter, Burke will notify Client of any client materials that remain in Burke's possession. Client will be invited to retrieve these materials within 45 days of notice, or Client may direct Burke to forward the materials to Client, at Client's expense.

After the 45-day period, Burke will, consistent with all applicable rules of professional conduct, use its discretion as to the retention or destruction of all attorney work product and any client materials that remain in Burke's possession.

11. DISCLAIMER OF GUARANTEE AND ESTIMATES. Nothing in this Agreement, and nothing in Burke's statements to Client, will be construed as a promise or guarantee regarding the outcome of the matter. Burke makes no such promises or guarantees. Burke's comments about the outcome of the matter are expressions of opinion only. Any estimate of fees given by Burke shall not be a guarantee. Actual fees may vary from estimates given.

12. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties. No other agreements, statements, or promises made on or before the effective date of this Agreement, will be binding on the parties.

13. SEVERABILITY IN EVENT OF PARTIAL INVALIDITY. If any provision of this Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement will be severable and remain in effect.

14. MODIFICATION BY SUBSEQUENT AGREEMENT. This Agreement may be modified by subsequent agreement of the parties only by an instrument in writing signed by both of them, or an oral agreement only to the extent that the parties carry it out.

15. EFFECTIVE DATE. This Agreement will govern all legal services performed by Burke on behalf of Client commencing with the date Burke first performed legal services. The date at the beginning of this Agreement is for reference only. Even if this Agreement does not take effect, Client will be obligated to pay Burke the reasonable value of any services Burke may have performed for Client.

Katherine Wright, Superintendent
June 3, 2021
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THE PARTIES HAVE READ AND UNDERSTAND THE FOREGOING TERMS, AND AGREE TO THEM AS OF THE DATE BURKE FIRST PROVIDED LEGAL SERVICES. IF MORE THAN ONE CLIENT SIGNS BELOW, EACH AGREES TO BE LIABLE, JOINTLY AND SEVERALLY, FOR ALL OBLIGATIONS UNDER THIS AGREEMENT. CLIENT SHALL RECEIVE A FULLY-EXECUTED DUPLICATE OF THIS AGREEMENT.


DATED: _____, 2021

RIVER DELTA UNIFIED SCHOOL DISTRICT

By: _____
KATHERINE WRIGHT
SUPERINTENDENT

DATED: June 3, 2021

BURKE, WILLIAMS & SORENSEN, LLP

By:  _____
JOHN R. YEH

Katherine Wright, Superintendent
June 3, 2021
Page 6

ATTACHMENT A

Rates for Attorneys and other timekeepers through June 30, 2022:

Shareholders:

John R. Yeh	\$290 / hour
Associate Attorneys	\$260/ hour

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date:6/22/21

Attachments: X

From: Carrie Norris, Principal

Item Number: 10.22

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

SUBJECT:

Request to Declare as Surplus the Non-Operable Technology Equipment from Walnut Grove Elementary School's Inventory and Deem Their Value as Zero.

BACKGROUND:

The attached is a list of technology that can no longer be used or updated to run any of our programs or are damaged and non-operational. These items have been deemed e-waste or obsolete by the District's IT department, DataPath.

STATUS:

Walnut Grove requests the permission of the RDUSD Board of Trustees to surplus the attached list of old/non-operational technology.

PRESENTER:

Carrie Norris, Principal

COST AND FUNDING SOURCES:

No cost to the district. All equipment will be sent to e-waste if approved.

RECOMMENDATION:

That the Board declares as surplus the non-operable technology equipment from Walnut Grove Elementary School's inventory and deem their value as zero.

Time allocated: 2 minutes

River Delta Unified School District
Surplus Declaration

School Site: WSE

Board Meeting Date: 6/22/21

Asset Tag#	Make	Description	Serial #	Approx. Value
1148	Hp	chromebook wht	5CD4204SCM	
004116	Hp	probook silver	CND0102 TTH	
1438	Hp	chromebook blk	5CD5121C34	
1148 1480	Hp	chromebook blk	N/A	
1492	Hp	chromebook blk	N/A	
1139	Hp	chromebooks wht	5CD4194D6D	
2371	Hp	chromebook blk	LRNXB7B1300G	
1156	HP	chromebook wht	5CD4221jkj	
1495	Hp	chromebook blk	N/A	
1453	Hp	chromebook blk	5CD5121COM	
1147	Hp	chromebook wht	5CD4204RMN	
2746	Dell	Chromebook blk	4965WT2	
1487	Hp	chromebook blk	5CD5123jXS	
1497	Hp	chromebook blk	5CD5123 JW2	
1155	Hp	chromebook wht	5CD4221JKD	
1138	Hp	chromebook wht	5CD4204EP9	
1765	Hp	chromebook blk	5CD6093HQ5	
1769	Hp	chromebook blk	N/A	
1767	Hp	chromebook blk	N/A	

River Delta Unified School District
Surplus Declaration

School Site: WSE

Board Meeting Date: 6/27/21

Asset Tag#	Make	Description	Serial #	Approx. Value
1757	Hp	chromebook blk	5CD6094B4M	
1758	Hp	chromebook blk	5CD6094B5C	
1752	Hp	chromebook blk	5CD6092BGC	
1486	Hp	chromebook blk	N/A	
1489	Hp	chromebook blk	N/A	
1483	HP	Chromebook blk	N/A	
1746	Hp	chromebook blk	N/A	
1482	Hp	chromebook blk	5CD5122Y6G0	
2330	Hp	chromebooks blk	LR0A93CS	
1151	Hp	chromebook wht	5CD4221F7P	
3272	Hp	chromebook grey	5CD0302BFS	
009421	Dell	Latitude grey	BJM VYE1	
004131	Dell	Latitude blk	BHXFXG2 ?	
010003	Hp	Pavilion slimline	3CR0330HL3	
007490	Dell	Optiplex 3010	N/A	
010004	Dell	Optiplex 3020	N/A	
004081	Hp	Computer	N/A	
004163	Hp	Computer	NA	
004085	Hp	Computer	N/A	

River Delta Unified School District
Surplus Declaration

School Site: WSE

Board Meeting Date: 10/22/21

Asset Tag#	Make	Description	Serial #	Approx. Value
004086	Hp	Computer	N/A	
004083	Hp	Computer	N/A	
1484	Hp	chromebook blk	5CD5123JSJ	
1743	Hp	chromebook blk	5CD1009KJ04	
N/A	Hp	chromebook blk	5CD10092BYK	
1491	Hp	chromebook blk	N/A	
1488	Hp	chromebook blk	N/A	
2348	Lenovo	chromebook blk	L208938L	
24660	Dell	chromebook blk	8CF45T2 ?	
N/A	Lenovo	chromebook blk	L208X6WB	
1502	Hp	chromebook blk	N/A	
1494	Hp	chromebook blk	5CD5123JWV	
0040900	Hp	omni PC computer PC	N/A	
002598 2098	zenith	TV	N/A	
002096	zenith	TV	N/A	
002107	zenith	TV	N/A	
007245	Elmo	TTO2S	096849 T702S	
005107	Flair	Air purifier	N/A	
005100	Flair	Air purifier	N/A	

**River Delta Unified School District
Surplus Declaration**

School Site: WSE

Board Meeting Date: 6/22/21

Asset Tag#	Make	Description	Serial #	Approx. Value
004253	Samsung	DVD player	62AY 824216W	
004255	Samsung	DVD player	62AY 824736J	
009466	Dell	optiplex 3020	OK 924H	
002120	Zenith	TV	N/A	
008952	Hp	omtipro 110 PC	N/A	
005104	flair	Air purifier	N/A	
005110	flair	Air purifier	N/A	
005492	flair	Air purifier	N/A	
005100	flair	Air purifier	N/A	
005103	flair	Air purifier	N/A	
005899	flair	Air purifier	N/A	
005101	flair	Air purifier	N/A	
005100	flair	Air purifier	N/A	
005493	flair	Air purifier	N/A	
005108	flair	Air purifier	N/A	

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

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: _____

From: Bonnie Kauzlarich, Director of Personnel

Item Number: 10.23

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

SUBJECT:

Request to Approve the Leave of Absence made by Christina Snyder, Teacher at D.H. White Elementary School for the 2021-2022 School Year

BACKGROUND:

Christina Snyder, a teacher at D.H. White Elementary School, is requesting a leave of absence for the 2021-2022 school year to continue to care for her new baby.

STATUS:

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board approves the requested leave of absence made by Christina Snyder for the 2021-22 school year.

Time allocated: 2 minutes

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Tom Anderson, Director of Special Education

Item Number: 10.24

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

SUBJECT:

Request to approve the Special Education Local Plan Agency (SELPA) Certification Agreement to State & Federal Assurances

BACKGROUND:

In accordance with federal and state laws and regulations, the Sacramento County SELPA certifies that this plan has been adopted by the local board of Sacramento County SELPA and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and implementing regulations under 34 *Code of Federal Regulations*, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California *Education Code*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

STATUS:

The Superintendent of the Sacramento County SELPA shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the Superintendent the River Delta Unified School District ensures that policies and procedures covered by this assurance statement are on file at the River Delta Unified School District office and website and the Sacramento County SELPA office and website and are available to any interested party.

PRESENTER:

Tom Anderson, Director of Special Education

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

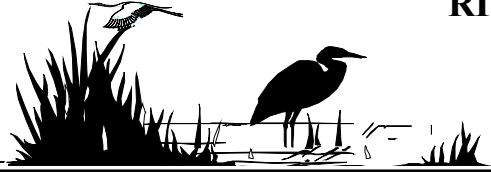
COST AND FUNDING SOURCES:

No cost to the district

RECOMMENDATION:

That the Board reviews the Sacramento County SELPA Local Education Agency (LEA) Assurances and adopts the **Special Education Local Plan Agency (SELPA) Certification Agreement to State & Federal Assurances**

Time allocated: 2 minutes



RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street

Rio Vista, California 94571-1651

(707) 374-1700 Fax (707) 374-2995

**SACRAMENTO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA) ASSURANCES**

1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

3. CHILD FIND (20 USC § 1412 (a)(3))

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. EVALUATION (20 USC § 1412 (a)(7))

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY (20 USC § 1412 (a)(8))

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. PART C, TRANSITION (20 USC § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12. INTERAGENCY (20 USC § 1412 (a)(12))

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

13. GOVERNANCE (20 USC § 1412 (a)(13))

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities.

This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))
(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))
(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3))
(Federal requirement for State Education Agency only)

27. DATA (20 USC § 1418 a-d)

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

28. READING LITERACY (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

29. CHARTER SCHOOLS (E.C. 56207.5 (a-c))

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

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

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Maria Elena Becerra, Principal

Item Number: 10.25

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

SUBJECT:

Request to Approve the Revised and Resubmitted Bates Elementary School Single Plan for Student Achievement for the 2021-2022 School Year.

BACKGROUND:

The SPSA's describe goals and actions supported with Title I and Local Control Funding Formula (LCFF) dollars to increase student achievement, promote positive school climate, increase parent involvement and provide supplemental programs to accelerate student achievement. These goals align with the River Delta Unified School District Local Control and Accountability Plan (LCAP). State and Federal funds are allocated based on the numbers of students eligible for free or reduced lunch, English Learners, and foster youth.

STATUS:

Bates Elementary School has met with their School Site Council (SSC) and the SSC have approved the attached plan. This plan is now being submitted to the RUDSD Board of Trustees for approval.

PRESENTER: Maria Elena Becerra, Principal

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: N/A

RECOMMENDATION:

That the Board approve the revised and resubmitted Bates Elementary School Single Plan for Student Achievement for the 2021-2022 school year.

Time allocated: 2 minutes

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bates Elementary	34674136033641	May 26, 2021	June 22, 2021

Purpose and Description

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

Schoolwide Program
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.

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Bates parents and families are given the opportunity to provide feedback to improve or implement programs via ELAC, PTA and other parents meetings. In addition, our SSC also provides feedback to address district LCAP goals and school site goals.

Classroom Observations

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

Bates Elementary implemented peer teacher quarterly observations known as "Pineappling" in 2016. Pineappling was developed to have teachers observe their colleagues and walk away with a small tidbit they can apply to their own work. The teachers select a strategy they would like to present and chart it for others to select the observation. They provide positive feedback and find ways to implement those strategies in their own classroom.

The other types of observations are formal and informal administrator observations. The formal observations are scheduled with the teacher in advance and the informal are weekly and as frequent as needed.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

There have been multiple local assessments to use as tools to improve instruction and continue to close the achievement gaps. Bates has used SBAC (when available), MAP, class assessments, ELPAC, STAR Reading and STAR Early Lit and teacher collaboration.

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

Teachers monitor the following to modify their instruction: MAP scores, STAR Early Lit, STAR Reading, and all of curriculum imbedded assessments to address and adjust instruction and meet the needs of the students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Bates Elementary meet the requirements for highly qualified staff. Every teacher holds a teaching credential.

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

Teachers have received professional development to address the needs of the students during COVID to teach the adopted curriculum via Zoom platform.

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

They have received Number Talk training, Academic Conversation, and AVID trainings.

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

We have AVID ongoing support from Sacramento County Office of Education.

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

Teachers at Bates Elementary have Collaboration time during early Wednesday release days, during staff meetings and during cluster collaboration times.

Teaching and Learning

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

Bates teachers align curriculum with their instruction and use appropriate content materials aligned to the state standards for each learning cycle.

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

Bates has traditionally allocated over 90 minutes of Math and ELA.

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

Bates has other courses that we offer to our students in K-6 that address interventions and engagement.

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

The district provides all standard-based approved curriculum and other licenses that provide students the opportunity.

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

Bates uses instructional materials that are funded by the school and others by the district.

Opportunity and Equal Educational Access

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

Students at Bates are provided with the instructional minutes to help support students to meet academic standards.

Evidence-based educational practices to raise student achievement

Counselor/student/parent meetings; interventions in the classroom; creating a list of students.

Parental Engagement

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

Parents actively participate in the following parent meetings: PTA, ELAC, DELAC, and other district level meetings to voice their concerns and provide feedback.

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

Parents are invited and encouraged to participate in all school events to plan and provide feedback on programs.

Funding

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

School Site Council

Fiscal support (EPC)

District provides fiscal support.

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 SPSA was presented, reviewed and updated at our School Site Council (SSC) meetings throughout the 2020-2021 academic school year. In addition, the parents from English Language Advisory (ELAC) has had opportunities to provide advice to the principal and SSC on school's programs, goals, and objectives for the SPSA during the monthly ELAC meetings. The Courtland Town Association has also provide advice to review this plan.

Resource Inequities

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

Our District serves approximately 2383 students in the Transitional kindergarten through twelfth grades. In 2018-2019 was the last CAASPP assessments administered due to COVID-19 school closures, 44.03% of the students met or exceeded standards in English Language Arts and 31.46% of students met or exceeded standards in Math on the SBAC scores. The SBAC scores break down for the Bates Elementary school is 50% of the students met or exceeded standards in English Language Arts and 38.89% of students met or exceeded standards in Math. The demographic breakdown is 62.6% of our students are English Language Learners and 7.81% of ELL students were Re-designated Fluent English Proficient, 92.68% of our students are eligible for free/reduced price meals. The four of the elementary schools in the school district qualify for Title I funding. 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 the student numbers drop the number of teachers also drops creating multiple combination classes. In addition, our commitment to our students requires involvement and collaboration to direct the focus on 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" intervention.

Additionally, students without IEPs also receive services from staff members traditionally known as resource specialists or instructional assistants in the regular education classroom.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	%	0%			0
Asian	%	%	0%			0
Filipino	0.76%	0.83%	0%	1	1	0
Hispanic/Latino	90.08%	90.08%	95.93%	118	109	118
Pacific Islander	%	%	0%			0
White	8.40%	8.26%	4.07%	11	10	5
Two or More Responses	%	0.83%	0%		1	0
Not Reported	0.76%	%	0%	1		0
Total Enrollment				131	121	123

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	14	13	20
Grade 1	22	14	15
Grade 2	19	22	16
Grade3	23	18	19
Grade 4	18	22	15
Grade 5	15	17	21
Grade 6	20	15	17
Total Enrollment	131	121	123

Conclusions based on this data:

1. There is a high percentage of Hispanic students who attend Bates Elementary School. Most of these students come from farm working families as this area is well known for their rich agricultural area. The student who attend school are based in due to their home location.
2. This student enrollment data was based on CBED date and as the COVID pandemic hit some families moved and our enrollment dropped.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	77	64	77	58.8%	52.9%	62.6%
Fluent English Proficient (FEP)	29	33	30	22.1%	27.3%	24.4%
Reclassified Fluent English Proficient (RFEP)	28	5	5	24.1%	6.5%	7.8%

Conclusions based on this data:

1. Bates Elementary had a high percentage in RFEP the 17-18 which was the last year we used the CELDT scores. The percentages are less the other years due to the ELPAC assessment and new district reclassification criteria. Bates staff has implemented "ELPAC Boot camp" to focus on the different sections of the ELPAC assessment and help students build self confidence.
2. Bates continues with the effort to always improve and celebrate students' reclassification RFEP.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19	22	17	19	22	17	19	22	17	100	100	100
Grade 4	16	18	20	16	18	20	16	18	20	100	100	100
Grade 5	20	18	17	20	17	17	20	17	17	100	94.4	100
Grade 6	32	22	18	32	21	18	32	21	18	100	95.5	100
All	87	80	72	87	78	72	87	78	72	100	97.5	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2396.	2406.	21.05	18.18	17.65	26.32	27.27	29.41	26.32	18.18	23.53	26.32	36.36	29.41
Grade 4	2429.	2430.	2446.	18.75	11.11	15.00	12.50	16.67	30.00	25.00	33.33	10.00	43.75	38.89	45.00
Grade 5	2450.	2481.	2479.	5.00	11.76	11.76	25.00	29.41	35.29	20.00	35.29	23.53	50.00	23.53	29.41
Grade 6	2514.	2517.	2541.	12.50	4.76	27.78	28.13	33.33	33.33	28.13	47.62	22.22	31.25	14.29	16.67
All Grades	N/A	N/A	N/A	13.79	11.54	18.06	24.14	26.92	31.94	25.29	33.33	19.44	36.78	28.21	30.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.05	31.82	17.65	42.11	22.73	58.82	36.84	45.45	23.53
Grade 4	25.00	0.00	20.00	50.00	55.56	45.00	25.00	44.44	35.00
Grade 5	15.00	23.53	17.65	40.00	35.29	58.82	45.00	41.18	23.53
Grade 6	21.88	9.52	22.22	46.88	57.14	55.56	31.25	33.33	22.22
All Grades	20.69	16.67	19.44	44.83	42.31	54.17	34.48	41.03	26.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.79	9.09	23.53	63.16	54.55	41.18	21.05	36.36	35.29
Grade 4	6.25	5.56	5.00	50.00	61.11	60.00	43.75	33.33	35.00
Grade 5	10.00	29.41	23.53	45.00	47.06	58.82	45.00	23.53	17.65
Grade 6	18.75	4.76	27.78	53.13	66.67	50.00	28.13	28.57	22.22
All Grades	13.79	11.54	19.44	52.87	57.69	52.78	33.33	30.77	27.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.05	22.73	5.88	73.68	50.00	82.35	5.26	27.27	11.76
Grade 4	18.75	5.56	20.00	31.25	77.78	75.00	50.00	16.67	5.00
Grade 5	5.00	11.76	11.76	65.00	64.71	58.82	30.00	23.53	29.41
Grade 6	12.50	14.29	27.78	71.88	80.95	61.11	15.63	4.76	11.11
All Grades	13.79	14.10	16.67	63.22	67.95	69.44	22.99	17.95	13.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.05	18.18	11.76	57.89	54.55	52.94	21.05	27.27	35.29
Grade 4	12.50	11.11	15.00	50.00	50.00	40.00	37.50	38.89	45.00
Grade 5	0.00	11.76	11.76	50.00	58.82	52.94	50.00	29.41	35.29
Grade 6	31.25	19.05	38.89	43.75	61.90	44.44	25.00	19.05	16.67
All Grades	18.39	15.38	19.44	49.43	56.41	47.22	32.18	28.21	33.33

Conclusions based on this data:

1. This data displays the number of students who have taken the SBAC and their growth. Our goal is to increase the percentage in the overall of the "At or Near Standard" to approximately 5-10 points each year. However, we have the challenge of learning loss in the upcoming years due to COVID school closure.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19	22	17	19	22	17	19	22	17	100	100	100
Grade 4	16	18	20	16	18	20	16	18	20	100	100	100
Grade 5	20	18	17	20	17	17	20	17	17	100	94.4	100
Grade 6	32	22	18	32	21	18	32	21	18	100	95.5	100
All	87	80	72	87	78	72	87	78	72	100	97.5	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2412.	2416.	2425.	10.53	18.18	5.88	21.05	22.73	41.18	36.84	27.27	23.53	31.58	31.82	29.41
Grade 4	2445.	2462.	2462.	12.50	5.56	15.00	25.00	22.22	25.00	25.00	55.56	35.00	37.50	16.67	25.00
Grade 5	2469.	2458.	2500.	5.00	11.76	17.65	15.00	5.88	17.65	35.00	29.41	29.41	45.00	52.94	35.29
Grade 6	2498.	2517.	2488.	6.25	9.52	5.56	12.50	4.76	27.78	46.88	57.14	33.33	34.38	28.57	33.33
All Grades	N/A	N/A	N/A	8.05	11.54	11.11	17.24	14.10	27.78	37.93	42.31	30.56	36.78	32.05	30.56

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	15.79	18.18	23.53	42.11	59.09	47.06	42.11	22.73	29.41	
Grade 4	25.00	11.11	30.00	37.50	61.11	20.00	37.50	27.78	50.00	
Grade 5	10.00	11.76	23.53	20.00	35.29	23.53	70.00	52.94	52.94	
Grade 6	15.63	9.52	11.11	31.25	52.38	38.89	53.13	38.10	50.00	
All Grades	16.09	12.82	22.22	32.18	52.56	31.94	51.72	34.62	45.83	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.53	22.73	23.53	63.16	54.55	70.59	26.32	22.73	5.88
Grade 4	25.00	22.22	20.00	50.00	66.67	50.00	25.00	11.11	30.00
Grade 5	5.00	5.88	11.76	35.00	41.18	41.18	60.00	52.94	47.06
Grade 6	12.50	4.76	5.56	43.75	66.67	50.00	43.75	28.57	44.44
All Grades	12.64	14.10	15.28	47.13	57.69	52.78	40.23	28.21	31.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.79	27.27	11.76	63.16	36.36	70.59	21.05	36.36	17.65
Grade 4	12.50	11.11	15.00	43.75	44.44	55.00	43.75	44.44	30.00
Grade 5	10.00	0.00	11.76	50.00	58.82	64.71	40.00	41.18	23.53
Grade 6	9.38	4.76	11.11	50.00	52.38	50.00	40.63	42.86	38.89
All Grades	11.49	11.54	12.50	51.72	47.44	59.72	36.78	41.03	27.78

Conclusions based on this data:

1. This data displays the different domains and our goal is to increase by improving each domain by the minimum of five points. Strategies to improve will be addressed in the learning loss goal.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1494.9	*	1493.3	*	1498.7	*	12	7
Grade 1	1524.2	1487.2	1493.1	1492.8	1554.6	1481.0	16	13
Grade 2	1527.8	1522.5	1514.9	1522.2	1540.0	1521.8	12	13
Grade 3	1509.9	1543.6	1514.4	1565.2	1504.9	1521.3	12	11
Grade 4	*	*	*	*	*	*	*	8
Grade 5	*	*	*	*	*	*	*	7
Grade 6	*	*	*	*	*	*	*	*
All Grades							72	61

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	12	*
1	81.25	23.08	*	53.85	*	15.38		7.69	16	13
2	*	46.15	*	38.46	*	15.38		0.00	12	13
3	*	54.55	*	36.36	*	9.09		0.00	12	11
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*		*		*	*	*
All Grades	63.89	42.62	22.22	42.62	*	13.11	*	1.64	72	61

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	12	*
1	87.50	46.15	*	38.46		15.38	*	0.00	16	13
2	91.67	53.85	*	30.77		7.69		7.69	12	13
3	*	90.91	*	0.00	*	9.09		0.00	12	11
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*		*		*	*	*
All Grades	73.61	60.66	22.22	31.15	*	6.56	*	1.64	72	61

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	12	*
1	93.75	30.77		15.38		38.46	*	15.38	16	13
2	*	23.08	*	46.15		30.77	*	0.00	12	13
3	*	9.09	*	54.55	*	36.36	*	0.00	12	11
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	50.00	22.95	22.22	39.34	19.44	32.79	*	4.92	72	61

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	91.67	*		*	*	*	12	*	
1	87.50	76.92	*	23.08		0.00	16	13	
2	*	61.54	*	38.46		0.00	12	13	
3	*	54.55	*	45.45		0.00	12	11	
All Grades	59.72	47.54	38.89	52.46	*	0.00	72	61	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	12	*
1	87.50	23.08	*	69.23	*	7.69	16	13
2	100.00	53.85		38.46		7.69	12	13
3	*	90.91	*	9.09		0.00	12	11
All Grades	88.89	67.21	*	29.51	*	3.28	72	61

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	12	*
1	93.75	46.15		15.38	*	38.46	16	13
2	*	23.08	*	76.92	*	0.00	12	13
3		9.09	*	72.73	*	18.18	12	11
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	50.00	26.23	34.72	55.74	15.28	18.03	72	61

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	91.67	*	*	*		*	12	*
1	81.25	7.69	*	84.62	*	7.69	16	13
2	*	15.38	*	84.62		0.00	12	13
3	*	36.36	*	63.64	*	0.00	12	11
All Grades	52.78	26.23	43.06	72.13	*	1.64	72	61

Conclusions based on this data:

1. Bates Elementary school has made growth and has a high percentage of RFEP. The teachers and staff analyze data to be sure to increase RFEP students by minimum of five students a year.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
121	88.4	52.9	0

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	64	52.9
Foster Youth		0
Homeless	7	5.8
Socioeconomically Disadvantaged	107	88.4
Students with Disabilities	9	7.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	1	0.8
Hispanic	109	90.1
Two or More Races	1	0.8
White	10	8.3



Conclusions based on this data:

1. Bates Elementary has a high percentage of socioeconomically disadvantaged students as well as English Language learners and they also continue to make growth.
2. Data displays that our high socioeconomically disadvantaged percentage is a factor which could play a factor in the overall state scores. Not providing services and interventions could potentially increase the overall risks for students to academically achieve.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="771 506 849 533">Green</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p>		

Conclusions based on this data:

1. Bates Elementary overall was making consistent growth prior to school closures as measured on MAP scores.
2. This data displays two green performances for suspension rate and chronic absenteeism. Bates has implemented a number of programs that have helped as intervention to address behavior and character. We have implemented portions of PBIS and we use positive parent contacts that have helped with the behavior and address the attendance concerns.
3. Data for ELA and Math indicate the yellow and our goal is to continue with making progress by implementing programs such as AVID, College Week, Academic conversations and number talks.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>18.3 points below standard</p> <p>Increased ++12 points</p> <p>67</p>	<p>English Learners</p> <p>Yellow</p> <p>31.1 points below standard</p> <p>Increased ++6.9 points</p> <p>53</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>21.8 points below standard</p> <p>Increased ++9.6 points</p> <p>62</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 20.4 points below standard Increased ++12.6 points 62	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.7 points below standard Increased ++7.3 points 27	18.4 points above standard Maintained -1.9 points 26	22.3 points above standard Increased ++7.2 points 13

Conclusions based on this data:

- Bates Elementary had an increase of twelve points for all students and 6.9 points for the English language learners. Our goal is to continue to make growth in all subgroups. We understand that we won't have two years of SBAC scores to compare to due to COVID, however we do have MAP scores that can be used to measure and monitor growth.

School and Student Performance Data

Academic Performance Mathematics

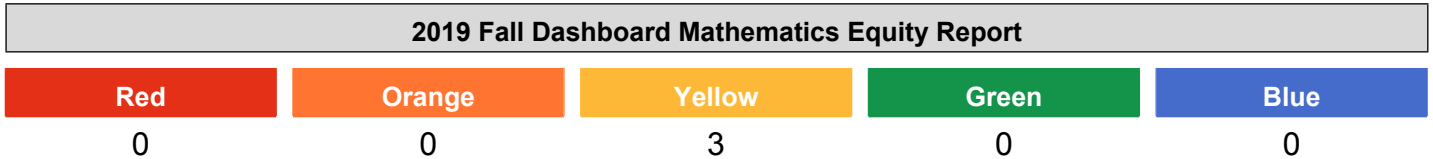
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Highest
Performance



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>30.1 points below standard</p> <p>Increased ++3 points</p> <p>67</p>	<p>English Learners</p> <p>Yellow</p> <p>28.8 points below standard</p> <p>Increased ++6.4 points</p> <p>53</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>31.1 points below standard</p> <p>Increased ++4 points</p> <p>62</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">Hispanic</p>  <p align="center">Yellow</p> <p align="center">27.9 points below standard</p> <p align="center">Increased ++6.4 points</p> <p align="center">62</p>	<p align="center">Two or More Races</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">5</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p align="center">64.4 points below standard</p> <p align="center">Increased ++3.3 points</p> <p align="center">27</p>	<p align="center">8.2 points above standard</p> <p align="center">Increased ++4 points</p> <p align="center">26</p>	<p align="center">35.3 points below standard</p> <p align="center">Declined -12.3 points</p> <p align="center">13</p>

Conclusions based on this data:

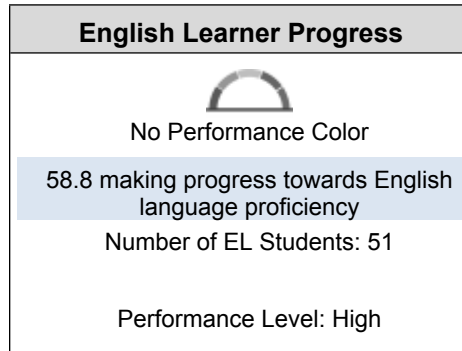
1. Bates Elementary has a high percentage of English Language Learners and they have made growth by 6.4 points in comparison of to all students making a three point increase. Our focus to RFEP our students by the time they leave Bates for middle school to leave them an extra class for elective.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.6	23.5	23.5	35.2

Conclusions based on this data:

1. Bates Elementary has a high number of English Language Learners and primary language is Spanish. We strive to communicate with the parents and students on their academic progress during ELAC meetings and during other parent meetings.

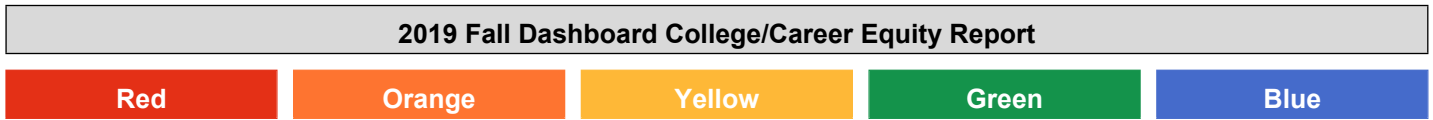
School and Student Performance Data

Academic Performance College/Career

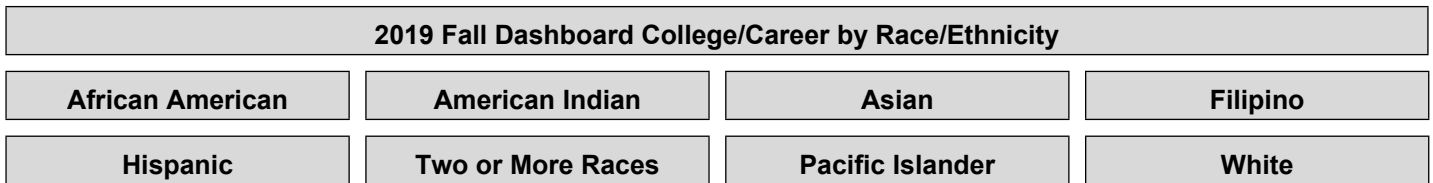
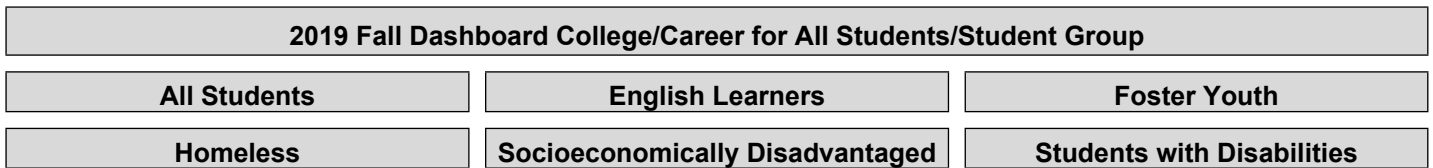
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

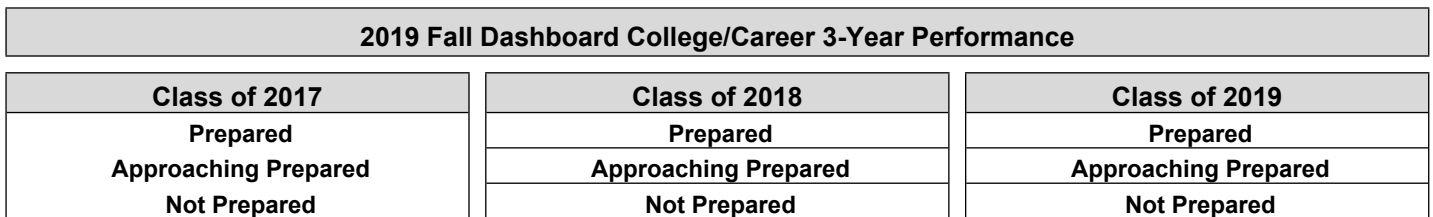
This section provides number of student groups in each color.



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



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- This College and Career data is not applicable to our Bates students at this time (6th grade). However, we do have multiple programs that provide students with the opportunity to learn and explore colleges, universities and careers. Bates is an AVID school and continues to bring College week.

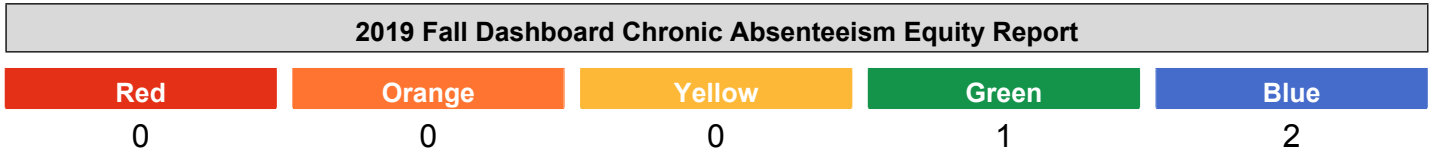
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3</p> <p>Declined -2</p> <p>133</p>	<p>English Learners</p>  <p>Blue</p> <p>1.4</p> <p>Declined -2.6</p> <p>72</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>1.7</p> <p>Declined -3.7</p> <p>118</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>9.1</p> <p>Increased +2.4</p> <p>11</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.6 Declined -2.3 116	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 7.7 Increased +7.7 13

Conclusions based on this data:

1. Bates students traditionally have a high percentage of positive attendance. Parents and guardians communicate on a regular basis when students are absent from school. Bates office staff and counselor call parents of students who are absent, SST meetings are scheduled or referral to SARB when attendance is not corrected.

School and Student Performance Data

Academic Engagement Graduation Rate

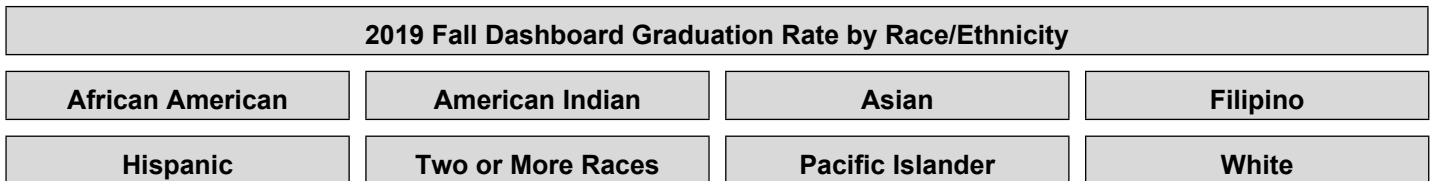
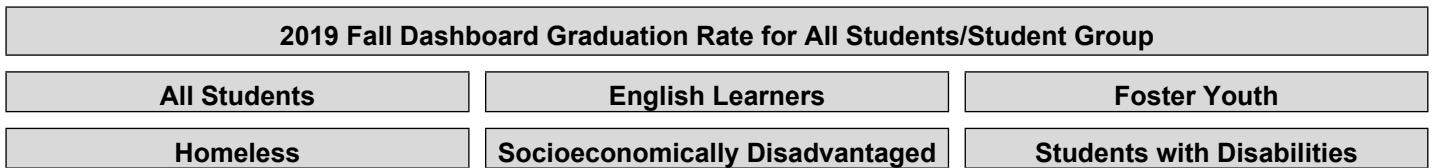
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

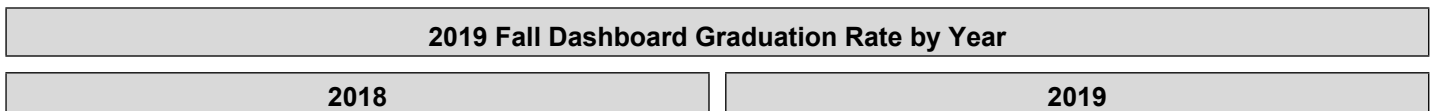
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. Graduation rate for Bates Elementary is not applicable. Sixth grade students at Bates are promoted to middle school at 100% rate.

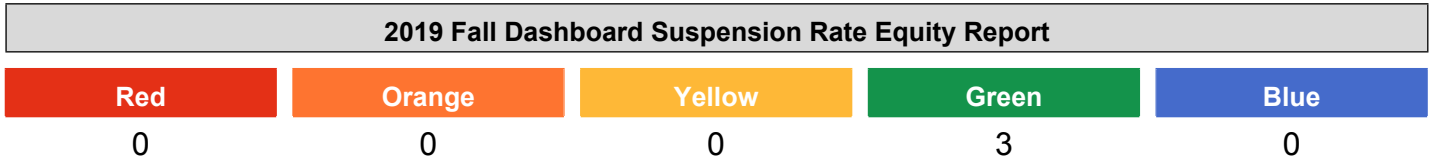
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.4</p> <p>Declined -0.6</p> <p>138</p>	<p>English Learners</p>  <p>Green</p> <p>1.4</p> <p>Declined -1.1</p> <p>74</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.6</p> <p>Declined -0.6</p> <p>122</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>11</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2			 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.7 Declined -0.6 119	 No Performance Color Less than 11 Students - Data 1		 No Performance Color 0 Maintained 0 15

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2	1.4

Conclusions based on this data:

- The suspension rate at Bates Elementary has traditionally been low due to the different teacher interventions in each classrooms. Multiple programs and interventions are implemented to address negative behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Basic Services Goal

LEA/LCAP Goal

LCAP Priority 1 - Basic Services Goal

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 an instructional program that supports full implementation of the CCSS, NGSS and ELD Standards in grades K 12.
- Provide facilities that are safe and well maintained with classrooms that are wired and equipped to use technology to support instruction
- Implement a Dual Immersion program with the purpose of recruiting students to prepare them to globally compete and be college and career ready.

Goal 1

Goal Statement:

Bates Elementary will provide safe a environment where all teachers are highly qualified, the school facility is safe and well maintained, and all the basic curricular needs (textbooks, desks, etc.) to support instruction are met.

Identified Need

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

- Previous SARC information
- Board Approved Textbooks
- Common Core Standards
- Intervention class groups
- Work orders and fixit tickets
- Student Academic Achievement Data
- Parent, staff and student surveys
- Dual Immersion Program Enrollment data

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

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

- Aeries reports on student data

Strategy:

- In coordination and collaboration 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 funded by the District.
- In coordination and collaboration with the district office, appropriate Spanish curriculum for the Dual Immersion program will be purchased and funded by the District.
- In coordination and collaboration 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 funded by the District and M&O Department.
- In coordination with the District Office, Bates will maintain the appropriate level of highly qualified teachers to meet the needs of the students.
- A Dual Immersion Program (DIP) will be implemented this upcoming 2021-2022 to provide an alternative education model to develop fluency and literacy in two languages supported by the District.

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 teachers will be provided with the necessary tools to foster student learning.
- All students and staff require a safe learning and working environment.
- The district conducted Town Hall Meetings that addressed potential school closures which lead to the development and implementation of the Dual Immersion Program (90/10 model).

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Provide textbooks, materials and technology in support of student learning

Strategy/Activity

Strategy Title: Curricular Needs Students to be served by this 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 funded by the District.
- Principal will notify the District Office (DO) to order any needed curriculum for students,
- Purchase and use necessary supplemental math curriculum to use for intervention (example Engage New York for grade 6) from site funds.

- Teachers will use required technology and educational technology programs to support the curriculum funded by the District.
- Purchase and use necessary materials and equipment to meet the needs of Physical Education requirements and to promote healthier living habits funded by site funds.
- Purchase and use additional Chromebooks to meet the needs of ELA and Math programs funded by the District.
- Academic support and enrichment programs will be held throughout the school year designed to foster students individual learning needs.
- Continue with the partnership with county library for materials, books and programs.
- Purchase the necessary materials and curriculum for the Dual Immersion program for the 90/10 model funded by the District.
- Technology replacements or repairs will be funded by site funds.

Measures:

- Teacher - Principal communication
- Principal communication with District Office - Educational Services department
- Teachers and principal will monitor student achievement data such as district benchmark assessments, ELPAC, SBAC and/or MAP Scores
- Principal will complete formal and informal, on-site observations of basic services in classroom, including the usage of Chromebooks during class.

People Assigned:

- Teachers/Staff
- Principal
- District Office Personnel

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Discretionary Supplies for Student Government - Paper, materials, and incentives
500.00	Title I PE Equipment

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Schoolwide

Strategy/Activity

Strategy Title: Technology

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 sets 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.
- Students will have access to Chromebooks to work in the classroom (One set of Chromebooks and cart was purchased by the after school program a few years ago and one was purchased by PTA two 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
- 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

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

Amount(s)

2000.00

Source(s)

Discretionary

	Technology Parts/Upgrades/Repairs (Copiers, printers, Chromebook etc.)
1000.00	Site Supplemental & Concentration Technology Parts/Upgrades/Repairs (Copiers, printers, Chromebook etc.)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and State Standards

LEA/LCAP Goal

2 - Implementation of State Standards CCSS with Fidelity

Goal 2

Goal Statement: Bates will address the learning loss by providing intervention and supplemental programs to address student needs.

Identified Need

Help students understand what is expected of them in terms of academic performance and guide them towards gearing up college and career readiness.

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

- Bates Elementary will use and monitor STAR Reading, STAR Early Lit, MAP Scores, ELPAC and SBAC test results.
- SBAC for 2019-2020 and 2020-2021 are not available due to COVID-19 school closures.
- The number of students meeting the Viking Honor Roll award.
- The number of students qualify for Advanced 7th Grade Math

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

- Staff and administration will maintain a system of monitoring tools to gauge implementation of Common Core Standards in the classroom through writ/or 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, teachers will select an instructional strategy to focus that addresses the needs of students. The focus strategy will be discussed, and decided on examples given during the Staff Meeting at the beginning of each month. Data will be collected by the principal during the Walk Through observations and teachers will have the selected strategy reflected in their lesson plans.
- Continued the development/feedback on the implementation of Common Core Standards/Teaching Methodologies throughout the year.
- Continued the development and implementation of the school wide AVID strategies.
- Continue with the support from a bilingual instructional assistant in grades TK-1.

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 (example: AVID and Number Talks).
- 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 or site.
- Teachers who have not been trained on Step Up to Writing will receive training to continue the implementation of this program.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Professional Development for Teaching Staff

Strategy/Activity

Strategy Title: Professional Development for Teaching Staff and Recruitment of Highly Qualified Teachers and Staff

Task/Activity :

- Provide collaboration time funded by the District for staff to share instructional practices and strategies addressing the Next Generation Science Standards (NGSS), Science, Social Science and Project GLAD and target specific needs (ELD, AVID, Academic Conversations, Number Talks and etc.).
- Protect Core instructional time in the schedule and have ELA and Math in the mornings prior to lunch. Avoid scheduling school events during this protected time.
- Use Wednesday release time to identify students with academic needs for RTI groups in different tiers. Students in RTI groups will be supported to move out of those groups based on different grade level measuring tools.
- 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 funded by site.
- Address/teach 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), Science, Social Science and Project GLAD.
- Teachers will continue with school site "Professional Peer Feedback" by observing other colleagues and provide positive feedback by "Pineapple" their teaching strategies twice a year funded by school site..

- Teachers will have the opportunity to collaborate once every two months with grade clusters to better support student learning and achieving.
- Use Wednesday release time to collaborate and analyze student data to drive instruction and interventions.
- Work and collaborate with site AVID team, SCOE and administrator towards maintaining the AVID Certification funded by the district.
- Teachers will continue with the use of typing programs and Google Classrooms to assigned work/projects 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 Trainings
- AVID College Campus Tours
- Classroom Walk throughs
- Observations
- Pineappling Teacher Peer Feedback - Twice a year
- Jungle Jr. Typing for grades K-1
- Typing.com for grades 2-6
- Assignments and Interactions in Google Classroom

People Assigned:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,100.00	Discretionary AVID College and Career Ready Field Trips
500.00	Discretionary AVID Nights - Additional Compensation for 2-3 teachers
400.00	Lottery: Unrestricted

	Substitute Teachers for Peer Observations for 5-6 teachers
300.00	Site Supplemental & Concentration AVID Collaboration Quarterly
2000.00	Title I Trainings on Culture, ELD, AVID, Number Talks, Academic conversations and on marketing our school and programs.
4000.00	Title I AVID Trainings/Certification/License
9728.00	Title I Bilingual Aides
24542.00	Title I ELD/RTI Teacher Salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students School Wide

Strategy/Activity

Strategy Title: Supplemental / Ancillary Materials

Task:

- Teachers will utilize district funded 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 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 county library as needed for supplemental materials, books and programs.

Measures:

- Lesson Plans
- Classroom Walkthroughs / Observations
- Student Work / Student Data
- Computer lab and/or Chromebook usage
- Free Online Keyboarding program
- Online curriculum - Imbedded support
- Pineappling twice a year

People Assigned:

- District Personnel (Supplemental Materials)
- Teachers / Staff
- Principal
- TOSA
- SCOE

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students School Wide

Strategy/Activity

Strategy:

Strategy Title: Ongoing Assessment and Monitoring System

Strategy/Activity:

Task:

- Staff will not have data to review ELPAC, SBAC ELA, Math & Science and Physical Fitness Results due to COVID-19 school closure.
- 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 MAP practice materials.
- Celebrate student success on MAP and ELPAC testing with Medals Ceremonies.
- Celebrate student attendance and Vikings honor roll by providing incentives for students.

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

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

Amount(s)	Source(s)
500.00	Lottery: Unrestricted Cost of Substitutes for Teachers Conferences
250.00	Site Supplemental & Concentration Medals for Student Achievement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Grade Level /School Wide Collaboration

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.
- Provide Tier 1, 2, and 3 interventions for struggling math students, especially targeting students who are socioeconomically disadvantaged, the subgroup identified in the California School Dashboard Indicators as needing additional support.

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

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

Amount(s)	Source(s)
500.00	Title I Teacher Conference for RTI support
600.00	Title I Substitute Teachers for Collaboration with DIP Schools

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Writing Schoolwide

Strategy/Activity

Task:

- Provide dedicated writing period for students in grades TK-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 Wonders curriculum/Step-Up to Writing.
- Implement writing strategies learned in training.
- Implement AVID strategies in preparation to the writing pieces.
- Continue with the implementation of the academic conversations in every classroom.
- Conduct three (3) school-wide writing assessments, fall, winter and spring.
- 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 walk throughs/observations
- Writing assessment results
- Writing Rubrics

People Assigned:

- Principal
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Discretionary Supplies for Meetings including Snacks
1000.00	Site Supplemental & Concentration Step up to Writing Training

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Response to Intervention

Strategy/Activity

Task:

- Continue the 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.
- RTI and ELA teacher will continue with the implementation of supplemental materials/curriculum such as SIPPS, 3rd edition, Read Naturally - Read Live, and/or LIPS.
- Search and implement a Math intervention that services to students that can be reinforced by the Beyond the Bell staff.
- "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 and readjust practices and approach to better support our students.

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

People Assigned:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Site Supplemental & Concentration

Intervention and supplemental programs
(include licenses or curriculum)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Differentiation for Advanced Students

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 walk throughs/observations

People Assigned:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200.00

Source(s)

Discretionary

Materials or curriculum

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Intervention Students

Strategy/Activity

Strategy Title: Instruction at Student Levels

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 2020-2021
- 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, LIPS 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 Assessments
- 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

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

Amount(s)

Source(s)

500.00

Title I

Teacher Conferences/Training/ Professional Development

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Addressing Student Needs

Strategy/Activity

Strategy Title: Addressing Student Needs

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
- MAP Data

People Assigned:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

650.00

Source(s)

Lottery: Unrestricted

	Food/Snacks for Academic Conferences/Collaboration Meetings
300.00	Title I SST Substitute Coverages (2 days)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

Goal Area: LCAP Priority 3 - Parent Involvement

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

State Priorities:

3 - Parent Involvement

Goal 3

Goal Statement:

Provide a culture of family and excellence on campus so that parents and community feel welcome and part of the student success.

Identified Need

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
- District Town Hall Meetings

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 parent meetings for the school year and distribute at Back to School Night before school starts to create and establish classroom and school wide expectations.
- We will ensure parent/family sign-in at all events in which parents participate.
- For those events where sign-ins are less practical (Sing-Along/Recognition, etc.), parents will be invited to attend the sing-alongs when their children are being recognized.
- Parent Engagement Incentive program for the parents to continue to attend formal meetings, parent nights and/or other parent meetings/committees.

Strategy:

- Further develop an inclusive school culture that generates parent participation throughout the entire school year, during, before 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 meeting for an incentive drawing at the end of the school year.
- Select and acknowledge a Parent/guardian of the month for the monthly sing-along.

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

- While there is some data gathered for parents attending at certain events, not enough data was gathered during 2020-2021 to know for certain what percentage of parents participated in at least one school event during the year due to having all parent meetings and events via Zoom.
- From the data we have indeed gathered, as well as observational data from Bates staff, we estimated about 90% of the parents participated in at least one school event.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

School Wide

Strategy/Activity

Strategy Title: Communication with Parents

Task/Activity:

- General information with parents will be communicated through the school-issued bulletin in English and Spanish on a bi-monthly basis through the Wednesday folder; folders are funded by Beyond the Bell.
- Provide parents with a copy of the monthly calendar of events on a monthly basis for the 2021-2022 school year to send home with the students and post on our school's social media pages.
- Continue with Class Dojo schoolwide to provide parents with communication on different school events, news, and/or class assignments.
- Site-controlled Facebook page will be maintained for purposes of announcements and information for Bates families and community on upcoming events and other important information.
- All parent information sent home will be translated for parents/families.
- Teachers make positive calls or emails for one or more selected student each week during the early Wednesday release time.
- Parent meetings with non-English speaking parents will be translated.
- Phone messages/reminders will be sent home as necessary in the language spoken at home, district funded.
- Progress reports will be mailed home in each quarter/Report Cards each quarter for all students
- MAP testing results will be shared with the parents and the students via Wednesday folder.
- Overall SBAC results are shared with the parents and community during different parent meetings.
- Teachers will hold Parent/Student conferences, with translation as needed, site funded.
- 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 as well as the school's website page.
- Principal will attend Courtland Town Association meetings to share information about the school with parents/community members.
- Every student will receive an agenda for them to record their daily assignments, and for the teachers, Beyond the Bell Staff and parents to communicate and support student; funded by Beyond the Bell.
- Create an advisory parent committee that can provide feedback to improve practices in the new Dual Immersion Program with Spanish being the additive language.
- Use the Back to School Night and other family and community nights to provide information with them on how the programs are making progress.
- Provide parents the opportunities to volunteer in the classrooms.
- Overall MAP testing results will be shared with the parents and the students during parent meetings such as PTA, SSC and ELAC.
- Conduct family outreach to families who are applying to transfer out of Bates to another school or district.

Measures:

- Bi-monthly Newsletters
- Monthly Calendar of Events
- Quarterly Positive Call - Contact Log
- Facebook Calendar of posts
- ClassDojo Calendar of posts
- Phone Dialer logs/reports
- Sign-Ins from Parent/Teacher Conferences
- Progress and Report Cards
- Student Agendas
- SST copies

People Assigned:

- Principal
- Secretary
- Teachers/Staff
- Counselor
- Beyond the Bell Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Lottery: Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

School Wide

Strategy/Activity

Strategy Title: AVID Parent Nights will increase overall Parental involvement at Bates Elementary.

Task/Activity:

- 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/Tea with the Principal will also remind parents of the AVID Parent Nights and to continue the ongoing communication between parents and principal.
- Provide two AVID Parent Nights with different topics depending on the identified needs.
- School counselor will present at an ELAC meeting to review A-G requirements, differences between college and university systems and financial aid opportunities.

Measures:

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

People Assigned:

- PTA & ELAC Parents
- Teachers
- Principal
- Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00

Discretionary

Staff Hourly Time - AVID Nights

300.00

Discretionary

Food/Snacks/Supplies for Parent Meetings

800.00	Title I Family Nights Curriculum & Supplies
300.00	Discretionary Translation Services
300.00	Discretionary Child care for Parent Meetings
300.00	Site Supplemental & Concentration Child Care for Parent Meetings
400.00	Discretionary Food or supplies for Parent Meetings
600.00	Discretionary AVID SCOE Trainings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

School Wide

Strategy/Activity

Strategy Title: Dual Immersion Parent Nights will increase overall Parental involvement at Bates Elementary.

Task/Activity:

- Dual Immersion Parent Nights are designed to inform parents and explain Dual Immersion Program at Bates Elementary.
- Parents will be encouraged to participate in the Dual Immersion parent nights at the Back to School Night; via social media, all-call messenger, newsletters, and in the classrooms by the Principal and teachers.
- Parents will be given the opportunity to give feedback on ways to improve and make progress.

Measures:

- Dual Immersion Night Agendas
- Sign-In Sheets
- ELAC and PTA Principal's Reports

People Assigned:

- PTA & ELAC Parents
- Teachers
- Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Discretionary Staff Time - Dual Immersion Nights
300.00	Discretionary Food/Snacks/Supplies for Parent Meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

School Wide

Strategy/Activity

Strategy Title: ELAC Responsibilities

Task/Activity:

- ELAC parents will have discussions of parents' needs to ensure their children succeed.
- ELAC parents will select the topics of interest they wish to learn about to support their students.
- 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.
- 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 CAFE conference (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.
- Elect one or two ELAC parents to participate in the Dual Immersion Parent Committee.

Measures:

- DELAC Agendas
- ELAC Agendas
- Sign-Ins
- CAFE Agendas/registration
- Parent Survey (on topics)
- Dual Immersion Committee Agendas

People Assigned:

- ELAC Advisor (ELD teacher)
- Principal
- ELAC Parents
- Dual Immersion Committee Parents

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I CABE Regional Conference Registration - 2 Parents
500.00	Discretionary Child Care for Parent Meetings

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Involve all Parents in Student Achievement

Strategy/Activity

Strategy Title: Involve all Parents in Student Achievement

Task:

- Provide the opportunity for parents to participate the in 2021-2022 Family Nights.
- The STEM Family Night is an opportunity to 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). Some of the events, committees/organizations are 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, Family Nights and etc.
- Childcare will be provided to the parents who attend parents meetings, site funded.
- 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 regional or state conferences.
- Parents will receive materials/resources to assist students in schoolwork and homework.
- Parents will receive guidance on A-G requirements and college awareness information at a meeting or event provided by the school counselor.
- Child Care will be provided for the parent meetings/trainings.
- Foster a School Culture of High Achievement
- Provide informational and welcoming days for DIP students and parents

Measures:

- Agendas of Parent Academic Nights
- Sign-In Sheets
- Parent Feedback Forms
- CAFE Conference Agendas
- PTA/ELAC
- Parent DIP Committee

People Assigned:

- Principal
- Teachers/Staff
- Counselor
- Parents
- Guest Presenters
- Community
- County Library
- Middle School Admin

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

Title I

CAFE Registration - One Teacher

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal Area: LCAP Priority 5 - Pupil Engagement

LEA/LCAP Goal

Goal Title: Priority 5: Student Engagement

State Priorities:

5- Pupil Engagement

Goal 4

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 TK-6.

Identified Need

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 feedback to live 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 from performing arts companies 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 create a plan to improve overall attendance.
- Continue with established pattern of live performance, tours and College Week activities.

- Students with perfect attendance will participate in the quarterly perfect attendance assemblies and earn and incentives.
- 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%.
- Student 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 enjoyed each live performance, tour and 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 TK-6 will participate in the honor roll assemblies.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Schoolwide

Strategy/Activity

Strategy Title: Positive Student Participation/Engagement

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 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.
- 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

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

Amount(s)	Source(s)
200.00	Lottery: Unrestricted Student Council Materials/Expenses

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Schoolwide

Strategy/Activity

Strategy Title: Promote a College-going Environment

Strategy/Activity:

Task:

- Prepare students in grades TK-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 TK-6 to participate in College Week activities, which include Delta High Seniors Presentation, "Touch a College" presentation, grades 4-6 field trip to UC Davis or Sacramento State University etc.
- The counselor will meet with the 6th grade students to work on the 6-year plans to get ready for high school.
- The implementation of school wide AVID program where students can learn and implement the strategies to be better prepared for college and career ready.
- 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

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

Amount(s)	Source(s)
500.00	Lottery: Unrestricted College and Career Ready and/or Transportation
500.00	Lottery: Unrestricted College and Career Ready and/or Transportation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Schoolwide

Strategy/Activity

Strategy Title: Visual and Performing Arts Opportunities

Strategy/Activity:

Task:

- School will schedule live performance to 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 live performances School Tour
- Inventory of Band instruments

- Band Practice schedules
- Band Concert dates
- Play Performance date

People Assigned:

- Principal
- Band Teacher
- Teachers/Staff
- Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1466.00	Lottery: Unrestricted Live Performances School Tours (Fall and Spring)
700.00	Lottery: Unrestricted Repair/Refurbish Band Instruments & Supplies
800.00	Lottery: Unrestricted Play /Test Materials/Supplies/Assembly

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal Area: LCAP Priority 6-School Climate

LEA/LCAP Goal

Goal Title: Priority 6: Bates School Climate

Goal 5

Goal Statement:

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

Identified Need

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. In 2018-2019, there were two students who were suspended with a total of three total days.
- Discipline Referrals - the number of referrals have been very limited due to school closures. Students who were referred to the principal during school closure were contacted by the principal via phone, emails, and/or home visits.

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 (Inc. 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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Schoolwide

Strategy/Activity

Strategy Title: Positive Actions

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 school, and will receive recognition, via prizes, for having been "caught" doing a good thing(s).
- Students will be celebrated for attendance and for making the Viking Honor Roll.
- Teachers and parents will also be recognized at the sing along.
- Continue with schoolwide implementation of sections of PBIS.

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

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

Amount(s)

500.00

Source(s)

Lottery: Unrestricted

Rewards/Recognitions/Prizes

400.00

Lottery: Unrestricted

	Attendance/Viking Honor Toll/ Positive Action Incentives
1800.00	Discretionary Anti-bullying Assemblies and/or Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Schoolwide

Strategy/Activity

Strategy Title: Positive Student Behavior

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Schoolwide

Strategy/Activity

Strategy Title: School Safety

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 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

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

Amount(s)

Source(s)

1000.00

Lottery: Unrestricted

Catapult EMS

6000.00

Site Supplemental & Concentration

Yard Duty Supervision - Student Safety

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal Area: LCAP Priority 8- Other Pupil Outcomes

LEA/LCAP Goal

Goal Title: Priority 8: Other Pupil Outcomes

State Priorities:

8 - Other Pupil Outcomes

Goal 6

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.

Identified Need

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

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 RTI goal in Math and 48% of students achieved their MAP RTI 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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Schoolwide

Strategy/Activity

Strategy Title: Necessary Assessments

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Schoolwide

Strategy/Activity

Strategy Title: Regular Student Assessments

Strategy/Activity:

Task:

- Students will take ELA Wonders Weekly and Selection Assessments.
- 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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal Area: LCAP Priority 8 - Increase Student Enrollment

LEA/LCAP Goal

Goal Title: Priority 8: Other Pupil Outcomes

State Priorities:

8 - Other Pupil Outcomes

Goal 7

Goal Statement:

1. Bates Elementary will implement a Dual Immersion Program with Spanish as the additive language using the 90/10 model to increase student enrollment.
2. Bates Elementary will work with the district office to implement a Transitional Kinder program to help increase student enrollment.

Identified Need

Increase Student Enrollment

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

- * Student enrollment has dropped over the last fifteen years.
- * ELAC Parent feedback.
- * District feedback on creating programs that attract new students.
- * Feedback from Town Hall meetings.

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

- * Student enrollment reports from Aeries.
- * Number of students enrolled in the Dual Immersion Program.

Strategy:

- * Implementation of the Dual Immersion Program.
- * Collaboration with First Five and the new parent resource center on site.
- * Advertise the Dual Immersion Program

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Incoming Students in Kindergarten and/or Transitional Kinder

Strategy/Activity

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

- Student enrollment data and projections based on our current program.
- Parent, community, and staff feedback.
- Feedback from the Town Hall Meetings

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

- Student enrollment data
- Registration
- Parent, community and staff feedback.
- Dual Immersion Program Parent Committee
- Task Force Meetings for DIP

Strategy:

- Principal, parents, and community will continue to collaborate on the development and implementation of the Dual Immersion Program.
- Continue with the Dual Immersion Task Force meetings to continue with the ideas on recruiting students. Task force team has representatives from the following: parents, staff, Beyond the Bell, community, and principal.
- Create a Dual Immersion Parent Advisory Committee to aid and provide feedback to the principal and staff in the development and implementation of the new program to be considered in the School Plan for Student Achievement.
- Parents deciding to have their students participate in the program will be required to commit to the program for the long term.
- Select a Dual Immersion Parent to be a representative at ELAC meetings.
- Hire a teacher with BCLAD qualifications and have required ECE units.
- Collaborate with Educational Services to implement Transitional Kinder this upcoming school year.
- Collaborate with Educational Services to purchase necessary Spanish curriculum for a grade level.
- Staff and parents in the Dual Immersion Program will participate in Dual Immersion Conferences to learn and implement new ideas.
- Parents and staff circulate information on the DIP in the towns within in our school zone.
- CABA Conferences or similar to help support multiple goals on this plan.

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

- While student enrollment has declined state and district wide due to COVID school closures, the student enrollment at Bates has also declined and has led to Town Hall meetings to discuss potential school closures.
- Many parents and community members have shown interest in having their students participate in the Dual Immersion Program as well as Transitional Kinder.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1200.00

Source(s)

Discretionary

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning Loss

LEA/LCAP Goal

LCAP Goal

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

Goal 8

Bates Students will be actively engaged in analyzing their MAP data and establish goals with the support of their teachers.

Identified Need

Lost of Academic interest and achievement due to COVID-19 school closures.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Schoolwide

Strategy/Activity

Strategy Title: Lost Academic Interest

Strategy/Activity:

Task:

- Students will take the MAP assessments per district calendar (Fall, Winter, and Spring)
- Teachers will use the MAP assessment data to help students established academic gains in Reading, Language and Math.
- Each student will have a test chat sheet that will be a measurement tool to keep track of their goals, progress and celebrations.
- Bates will have regular celebrations to encourage student academic improvement.

Measures:

- Student MAP scores from Spring 2021 will be used in the Fall of 2021 to establish goal progress.
- Student STAR Reading and STAR Early Lit scores will be used to monitor student growth.

- Student Chat goal settings and celebrations will be communicated with parents, staff and administration.

People Assigned:

- Teachers/Staff
- ELD/RTI Teacher
- Principal
- Counselor
- TOSA
- CA Mini-Corp for Migrant Ed students
- Migrant Ed Aide

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Title I Academic Progress Celebrations - Supplies and Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Extended ELA and Math time

Strategy/Activity

Strategy Title: School wide Learning Loss

Strategy/Activity:

Task:

- Additional time for Math and ELA will be added to the class schedule for intervention.
- Teachers will use vertical curricular and cross-grade collaboration to implement intervention to students based on level proficiency.
- Every month, teachers will select a standard focus to teach and re-teach until students become proficient.
- Collaborate with the Beyond the Bell staff to ensure the selected monthly standard is reinforced.
- Continue strengthening partnership with the county library to enforce the monthly selected standard.

Measures:

- Student MAP scores from Spring 2021 will be used in the Fall of 2021 to establish goal progress.

- Student STAR Reading and STAR Early Lit scores will be used to monitor student growth.
- Curriculum assessment tools.
- Student Chat goal settings and celebrations will be communicated with parents, staff and administration.

People Assigned:

- Teachers/Staff
- ELD/RTI Teacher
- Principal
- Counselor
- TOSA
- Beyond the Bell Staff
- Library staff
- CA Mini-Corp for Migrant Ed students
- Migrant Ed Aide

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$74,936.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$45,970.00

Subtotal of additional federal funds included for this school: **\$45,970.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Discretionary	\$11,500.00
Lottery: Unrestricted	\$8,116.00
Site Supplemental & Concentration	\$9,350.00

Subtotal of state or local funds included for this school: **\$28,966.00**

Total of federal, state, and/or local funds for this school: **\$74,936.00**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Discretionary	11,500.00
Lottery: Unrestricted	8,116.00
Site Supplemental & Concentration	9,350.00
Title I	45,970.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Discretionary	10,400.00
	Discretionary	1,100.00
	Lottery: Unrestricted	8,116.00
	Site Supplemental & Concentration	9,350.00
	Title I	45,970.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,000.00

Goal 2	48,070.00
Goal 3	6,800.00
Goal 4	4,166.00
Goal 5	9,700.00
Goal 7	1,200.00
Goal 8	1,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Maria Elena Becerra	Principal
Lisa Posnick	Classroom Teacher
Mallory Brown	Other School Staff
Ruth Crisantos	Parent or Community Member
Carina Palafox	Other School Staff
Amy Cage	Classroom Teacher
Lydia Flores	Parent or Community Member
Cheryl Cavanagh	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 26, 2021.

Attested:

Principal, Maria Elena Becerra on
SSC Chairperson, Ruth Crisantos on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: _____

From: Katherine Wright, Superintendent

Item Number: 10.26

Type of item: (Action, Consent Action or Information Only): Consent Action

SUBJECT:

Donations

BACKGROUND:

Donations to Receive and Acknowledge:

Riverview Middle School

Beth Brockhouse - \$153.84

Isleton Elementary School – RDUSD State Preschool

Howard Lamothe

Rio Vista High School – RVHS Bass Fishing Team

Jon Babcock & Judi Alderson

Jane Cronin

Amanda Hurley

Sherman Lake Marina

CA Correctional S.O.

Rio Vista Rotary Club

Rio Vista High School – Class of 2021

Donnelly Floral & Event Design - \$59.60

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Staff

COST AND FUNDING SOURCES:

RECOMMENDATION:

That the Board acknowledge and approve the receipt of these donations.

Time allocated: 3 minutes

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Nicole Latimer, Chief Educational Services Officer

Item Number: 13

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to approve Resolution #819 CDE Child Development Services Contract – CSPP-1405 California State Preschool naming Katherine Wright, Superintendent, Tammy Busch, Chief Business Officer and Stacy Wallace, Preschool Director, as authorized signees to sign transactions for the Governing Board.

BACKGROUND:

This action is required to authorize signees: Katherine Wright, Superintendent, Tammy Busch, Chief Business Officer and Stacy Wallace, Preschool Director.

STATUS:

See attached Resolution #819

PRESENTER: Nicole Latimer, Chief Educational Services Officer

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES: None

RECOMMENDATION:

That the Board approve Resolution #818 CDE Child Development Services Contract – CSPP-1405 California State Preschool naming Katherine Wright, Superintendent, Tammy Busch, Chief Business Officer and Stacy Wallace, Preschool Director, as authorized signees to sign transactions for the Governing Board.

Time allocated: 3 minutes



LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

DATE: July 01, 2021

CONTRACT NUMBER: CSPP-1405

PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM

PROJECT NUMBER: 34-6741-00-1

STATE AGENCY: CALIFORNIA DEPARTMENT OF EDUCATION

CONTRACTOR'S NAME: RIVER DELTA UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION; the GENERAL TERMS AND CONDITIONS (GTC04/2017)*; the CALIFORNIA STATE PRESCHOOL PROGRAM REQUIREMENTS*; the FUNDING TERMS AND CONDITIONS (FT&C)* and any subsequent changes to the FT&C*, which are by this reference made a part of this Agreement. Where the GTC04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2021 through June 30, 2022. For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the FT&C, at a rate not to exceed \$49.85 per child per day of full-time enrollment and a Maximum Reimbursable Amount (MRA) of \$304,359.00. During the term of this contract, the MRA may be adjusted through an Allocation Letter issued to the Contractor by State Agency.

SERVICE REQUIREMENTS

Minimum Child Days of Enrollment (CDE) Minimum Days of 6,105.0
Operation (MDO) Requirement 244

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

Items shown with an Asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. Amendments to any of these asterisked documents during the term of this contract shall be incorporated by reference as of the date issued by State Agency without need for formal amendment. These documents can be viewed at http://www.cde.ca.gov/fg/aa/cd/ftc2021.asp.

Table with columns for STATE OF CALIFORNIA and CONTRACTOR, including fields for signature, name, title, amount, program details, and dates.

Contractor Certification Clauses

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed)	Federal ID Number
RDUSD State Preschool	343617538

By (Authorized Signature)

Printed Name and Title of Person Signing

Stacy Wallace

Date Executed	Executed in the County of
6/22/2021	Sacramento

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably

required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

- 1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.
- 2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

- 1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.
- 2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and

Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. CALIFORNIA CIVIL RIGHTS LAWS: For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. EMPLOYER DISCRIMINATORY POLICIES: For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

1. Proposer/Bidder Firm Name (Printed):

RDUSD State Preschool

2. Federal ID Number:

343617538

3. By (Authorized Signature):
-

4. Printed Name and Title of Person Signing:

Stacy Wallace

5. Date Executed:

6/22/21

6. Executed in the County and State of:

Sacramento, California

**RIVER DELTA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 819**

**Resolution Authorizing Designees to Sign Transactions
For the CDE Child Development Services Contract – CSPP-1405
California State Preschool Program**

BE IT RESOLVED by the Board of Trustees of the River Delta Unified School District authorizes the CDE Child Development Services Contract CSPP-1405 California State Preschool Program Contract and that the persons who are listed below are authorized to sign the transactions for the Governing Board. Katherine Wright, Superintendent; Tammy Busch, Chief Business Officer and Stacy Wallace, Preschool Director

PASSED AND ADOPTED the 22nd day of June 2021, by the Board of Trustees of the River Delta Unified School District of Sacramento County, California, by the following vote:

AYES:
NOES:
ABSENT:

IN WITNESS WHEREOF, I, Jennifer Stone, President of the Board of Trustees of the River Delta Unified School District of Sacramento County, California, certify that the foregoing is a full, true, and correct copy of Resolution No. 819, adopted by the said Board at a meeting thereof held at a public place of meeting and the resolution is on file in the office of said Board.

_____, June 22, 2021
Jennifer Stone, President (Date)
Board of Trustees
River Delta Unified School District

SIGNATURES OF AUTHORIZED EMPLOYEES:

_____, Katherine Wright, Superintendent

_____, Tammy Busch, Chief Business Officer

_____, Stacy Wallace, Preschool Director

End

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 9457-1561

BOARD AGENDA BRIEFING

Meeting Date: May 26, 2021

Attachments: X

From: Ken Gaston, Director of MOT

Item Number: 14

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to Approve the Purchase of a 2021 Ford Super Duty F-350, not to exceed \$53,678

BACKGROUND:

The District needs to replace T42 a 1999 Ford F-350 with an odometer reading of 236,169 miles. This vehicle is used daily as a Maintenance vehicle districtwide up and down the levee roads.

STATUS:

The district evaluated 3 options, Ford, Dodge, and Chevrolet. The Chevrolet option was not available, the Dodge option was \$5200 more and not the exact model that fit our needs best. The Ford option fits all our needs and is brand new and a model year 2021. We negotiated to the best of our abilities at both locations. However, there is little to no room to negotiate as the market has no inventory. We feel this price is more than reasonable based on the current markets and inventories. We searched all Northern California for a vehicle that fit our needs and found one in Brentwood CA.

The purchase of this vehicle requires Board approval.

PRESENTER: Ken Gaston Director of Maintenance, Operations, and Transportation

OTHER PEOPLE WHO MIGHT BE PRESENT:

COST AND FUNDING SOURCES:

The funding for this vehicle will come out of the Transportation budget which includes the profit from the sales of old vehicles.

RECOMMENDATION:

That the Board gives approval to purchase a 2021 Ford Super Duty F-350 SRW.

Time allocated: 5 minutes

LAW 553-CA-ARB-eps 7/16

DEAL # 31910
CUST # 31910

RETAIL INSTALLMENT SALE CONTRACT – SIMPLE FINANCE CHARGE (WITH ARBITRATION PROVISION)

Dealer Number 6554 Contract Number 434367 R.O.S. Number _____ Stock Number T11566

Buyer Name and Address (Including County and Zip Code) RIVER DELTA UNIFIED SCHOOL DISTRICT 445 MONTEZUMA ST RIO VISTA, CA 94571 COUNTY: SOLANO 707-374-1707	Co-Buyer Name and Address (Including County and Zip Code) N/A	Seller-Creditor (Name and Address) BILL BRANDT FORD 8100 BRENTWOOD BLVD BRENTWOOD, CA 94513 925 634 3551
--	---	--

You, the Buyer (and Co-Buyer, if any), may buy the vehicle below for cash or on credit. By signing this contract, you choose to buy the vehicle on credit under the agreements on all pages of this contract. You agree to pay the Seller - Creditor (sometimes "we" or "us" in this contract) the Amount Financed and Finance Charge in U.S. funds according to the payment schedule below. We will figure your finance charge on a daily basis. The Truth-In-Lending Disclosures below are part of this contract.

New Used	Year	Make and Model	Odometer	Vehicle Identification Number	Primary Use For Which Purchased
NEW	2021	FORD F-350	10	1FDRF3E65MEC79129	Personal, family or household unless otherwise indicated below. <input type="checkbox"/> business or commercial

FEDERAL TRUTH-IN-LENDING DISCLOSURES				
ANNUAL PERCENTAGE RATE The cost of your credit as a yearly rate.	FINANCE CHARGE The dollar amount the credit will cost you.	Amount Financed The amount of credit provided to you or on your behalf.	Total of Payments The amount you will have paid after you have made all payments as scheduled.	Total Sale Price The total cost of your purchase on credit, including your down payment of 1000.00 is
0.00 %	\$ 0.00 (e)	\$ 53677.46 (e)	\$ 53677.46 (e)	\$ 0.00 (e)

(e) means an estimate

YOUR PAYMENT SCHEDULE WILL BE:		
Number of Payments:	Amount of Payments:	When Payments Are Due:
One Payment of	N/A	N/A
One Payment of	N/A	N/A
One Payment of	N/A	N/A
	53677.46	Monthly beginning 06/09/2021
N/A	N/A	N/A
One final payment	N/A	N/A

Late Charge. If payment is not received in full within 10 days after it is due, you will pay a late charge of 5% of the part of the payment that is late.
Prepayment. If you pay early, you may be charged a minimum finance charge.
Security Interest. You are giving a security interest in the vehicle being purchased.
Additional Information: See this contract for more information including information about nonpayment, default, any required repayment in full before the scheduled date, minimum finance charges, and security interest.

STATEMENT OF INSURANCE
 NOTICE. No person is required as a condition of financing the purchase of a motor vehicle to purchase or negotiate any insurance through a particular insurance company, agent or broker. You are not required to buy any other insurance to obtain credit. Your decision to buy or not buy other insurance will not be a factor in the credit approval process.

Vehicle Insurance		
	Term	Premium
\$ N/A Ded. Comp., Fire & Theft	N/A Mos.	\$ N/A
\$ N/A Ded. Collision	N/A Mos.	\$ N/A
Bodily Injury \$ N/A Limits	N/A Mos.	\$ N/A
Property Damage \$ N/A Limits	N/A Mos.	\$ N/A
Medical N/A	N/A Mos.	\$ N/A
		\$ N/A
Total Vehicle Insurance Premiums		\$ N/A

UNLESS A CHARGE IS INCLUDED IN THIS AGREEMENT FOR PUBLIC LIABILITY OR PROPERTY DAMAGE INSURANCE, PAYMENT FOR SUCH COVERAGE IS NOT PROVIDED BY THIS AGREEMENT.

You may buy the physical damage insurance this contract requires from anyone you choose who is acceptable to us. You are not required to buy any other insurance to obtain credit.

Buyer **X**
 Co-Buyer **X**
 Seller **X** **BILL BRANDT FORD**

Agreement to Arbitrate: By signing below, you agree that, pursuant to the Arbitration Provision on page 7 of this contract, you or we may elect to resolve any dispute by neutral, binding arbitration and not by a court action. See the Arbitration Provision for additional information concerning the agreement to arbitrate.

Buyer Signs X _____
 Co-Buyer Signs X N/A

AUTO BROKER FEE DISCLOSURE

If this contract reflects the retail sale of a new motor vehicle, the sale is not subject to a fee received by an autobroker from us unless the following box is checked:

Name of autobroker receiving fee, if applicable: N/A

Buyer Signs X _____ Co-Buyer Signs X N/A

52202**BBF-FI

N/A

06/09/2021 04:30 pm
 LAW 553-CA-ARB-eps 7/16 v1 Page 1 of 7

ITEMIZATION OF THE AMOUNT FINANCED (Seller may keep part of the amounts paid to others.)

1. Total Cash Price

A. Cash Price of Motor Vehicle and Accessories \$ 50157.00 (A)

1. Cash Price Vehicle \$ 50157.00

2. Cash Price Accessories \$ N/A

3. Other (Nontaxable) \$ N/A

Describe N/A

Describe N/A

B. Document Processing Charge (not a governmental fee) \$ 85.00 (B)

C. Emissions Testing Charge (not a governmental fee) \$ N/A (C)

D. (Optional) Theft Deterrent Device(s)

1. (paid to) CODE \$ 299.00 (D1)

2. (paid to) N/A \$ N/A (D2)

3. (paid to) N/A \$ N/A (D3)

E. (Optional) Surface Protection Product(s)

1. (paid to) N/A \$ N/A (E1)

2. (paid to) N/A \$ N/A (E2)

F. EV Charging Station (paid to) N/A \$ N/A (F)

G. Sales Tax (on taxable items in A through F) \$ 4106.46 (G)

H. Electronic Vehicle Registration or Transfer Charge (not a governmental fee) (paid to) CVR \$ 30.00 (H)

I. (Optional) Service Contract(s)

1. (paid to) N/A \$ N/A (I1)

2. (paid to) N/A \$ N/A (I2)

3. (paid to) N/A \$ N/A (I3)

4. (paid to) N/A \$ N/A (I4)

5. (paid to) N/A \$ N/A (I5)

J. Prior Credit or Lease Balance (e) paid by Seller to Vehicle 1 N/A Vehicle 2 N/A \$ 0.00 (J) (see downpayment and trade-in calculation)

K. (Optional) Debt Cancellation Agreement \$ N/A (K)

L. (Optional) Used Vehicle Contract Cancellation Option Agreement \$ N/A (L)

M. Other (paid to) N/A \$ N/A (M) For N/A

N. Other (paid to) N/A \$ N/A (N) For N/A

Total Cash Price (A through N) \$ 54677.46 (1)

2. Amounts Paid to Public Officials

A. Vehicle License Fees ESTIMATE \$ N/A (A)

B. Registration/Transfer/Titling Fees \$ N/A (B)

C. California Tire Fees \$ N/A (C)

D. Other N/A \$ N/A (D)

Total Official Fees (A through D) \$ N/A (2)

3. Amount Paid to Insurance Companies

(Total premiums from Statement of Insurance) \$ N/A (3)

4. State Emissions Certification Fee or State Emissions Exemption Fee \$ N/A (4)

5. Subtotal (1 through 4)

\$ 54677.46 (5)

6. Total Downpayment

A. Total Agreed Value of Property Being Traded-In (see Trade-In Vehicle(s)): \$ N/A (A)

Vehicle 1 \$ N/A Vehicle 2 \$ N/A

B. Total Less Prior Credit or Lease Balance (e) \$ N/A (B)

Vehicle 1 \$ N/A Vehicle 2 \$ N/A

C. Total Net Trade-In (A-B) (Indicate if negative number) \$ N/A (C)

Vehicle 1 \$ N/A Vehicle 2 \$ N/A

D. Deferred Downpayment Payable to Seller \$ N/A (D)

E. Manufacturer's Rebate \$ 1000.00 (E)

F. Other N/A \$ N/A (F)

G. Cash, Cash Equivalent, Check, Credit Card, or Debit Card \$ N/A (G)

Total Downpayment (C through G) \$ 1000.00 (6)

(If negative, enter zero on line 6 and enter the amount less than zero as a positive number on line 1J above)

7. Amount Financed (5 less 6) \$ 53677.46 (7)

OPTIONAL SERVICE CONTRACT(S) You want to purchase the service contract(s) written with the following company(ies) for the term(s) shown below for the charge(s) shown in Item 11.

I1 Company N/A
 Term N/A Mos. or N/A Miles

I2 Company N/A
 Term N/A Mos. or N/A Miles

I3 Company N/A
 Term N/A Mos. or N/A Miles

I4 Company N/A
 Term N/A Mos. or N/A Miles

I5 Company N/A
 Term N/A Mos. or N/A Miles

Buyer X N/A

OPTIONAL DEBT CANCELLATION AGREEMENT. A debt cancellation agreement is not required to obtain credit and will not be provided unless you sign below and agree to pay the extra charge. If you choose to buy debt cancellation, the charge is shown in item 1K of the Itemization of Amount Financed. See your debt cancellation agreement for details on the terms and conditions it provides. It is a part of this contract.

Term N/A Mos. N/A
 Debt Cancellation Agreement

I want to buy a debt cancellation agreement.

Buyer Signs X N/A

Trade-In Vehicle(s)

1. Vehicle 1
 Year N/A Make N/A
 Model N/A Odometer N/A
 VIN N/A

a. Agreed Value of Property \$ N/A

b. Buyer/Co-Buyer Retained Trade Equity \$ N/A

c. Agreed Value of Property Being Traded-In (a-b) \$ N/A

d. Prior Credit or Lease Balance \$ N/A

e. Net Trade-In (c-d) (must be ≥ 0 for buyer/co-buyer to retain equity) \$ N/A

2. Vehicle 2
 Year N/A Make N/A
 Model N/A Odometer N/A
 VIN N/A

a. Agreed Value of Property \$ N/A

b. Buyer/Co-Buyer Retained Trade Equity \$ N/A

c. Agreed Value of Property Being Traded-In (a-b) \$ N/A

d. Prior Credit or Lease Balance \$ N/A

e. Net Trade-In (c-d) (must be ≥ 0 for buyer/co-buyer to retain equity) \$ N/A

Total Agreed Value of Property Being Traded-In (1c+2c) \$ N/A*

Total Prior Credit or Lease Balance (1d+2d) \$ N/A*

Total Net Trade-In (1e+2e) \$ N/A*

(*See Item 6A-6C in the Itemization of Amount Financed)

OPTION: You pay no finance charge if the Amount Financed, item 7, is paid in full on or before N/A, Year N/A.
 SELLER'S INITIALS N/A

Trade-In Payoff Agreement: Seller relied on information from you and/or the lienholder or lessor of your trade-in vehicle(s) to arrive at the payoff amount shown as the Prior Credit or Lease Balance in Trade-In Vehicle(s). You understand that the amount quoted is an estimate.

Seller agrees to pay the payoff amount shown as the Prior Credit or Lease Balance in Trade-In Vehicle(s) to the lienholder or lessor of the trade-in vehicle(s), or its designee. If the actual payoff amount is more than the amount shown as the Prior Credit or Lease Balance in Trade-In Vehicle(s), you must pay the Seller the excess on demand. If the actual payoff amount is less than the amount shown as the Prior Credit or Lease Balance in Trade-In Vehicle(s), Seller will refund to you any overage Seller receives from your prior lienholder or lessor. Except as stated in the "NOTICE" on page 5 of this contract, any assignee of this contract will not be obligated to pay the Prior Credit or Lease Balance shown in Trade-In Vehicle(s) or any refund.

Buyer Signature X _____ N/A _____ Co-Buyer Signature X _____ N/A _____

HOW THIS CONTRACT CAN BE CHANGED. This contract contains the entire agreement between you and us relating to this contract. Any change to the contract must be in writing and both you and we must sign it. No oral changes are binding.

Buyer Signs X _____ Co-Buyer Signs X _____ N/A _____

SELLER'S RIGHT TO CANCEL If Buyer and Co-Buyer sign here, the provisions of the Seller's Right to Cancel section on page 5 of this contract giving the Seller the right to cancel if Seller is unable to assign this contract to a financial institution will apply.

Buyer X _____ Co-Buyer X _____ N/A _____

THE MINIMUM PUBLIC LIABILITY INSURANCE LIMITS PROVIDED IN LAW MUST BE MET BY EVERY PERSON WHO PURCHASES A VEHICLE. IF YOU ARE UNSURE WHETHER OR NOT YOUR CURRENT INSURANCE POLICY WILL COVER YOUR NEWLY ACQUIRED VEHICLE IN THE EVENT OF AN ACCIDENT, YOU SHOULD CONTACT YOUR INSURANCE AGENT.

WARNING:

YOUR PRESENT POLICY MAY NOT COVER COLLISION DAMAGE OR MAY NOT PROVIDE FOR FULL REPLACEMENT COSTS FOR THE VEHICLE BEING PURCHASED. IF YOU DO NOT HAVE FULL COVERAGE, SUPPLEMENTAL COVERAGE FOR COLLISION DAMAGE MAY BE AVAILABLE TO YOU THROUGH YOUR INSURANCE AGENT OR THROUGH THE SELLING DEALER. HOWEVER, UNLESS OTHERWISE SPECIFIED, THE COVERAGE YOU OBTAIN THROUGH THE DEALER PROTECTS ONLY THE DEALER, USUALLY UP TO THE AMOUNT OF THE UNPAID BALANCE REMAINING AFTER THE VEHICLE HAS BEEN REPOSSESSED AND SOLD.

FOR ADVICE ON FULL COVERAGE THAT WILL PROTECT YOU IN THE EVENT OF LOSS OR DAMAGE TO YOUR VEHICLE, YOU SHOULD CONTACT YOUR INSURANCE AGENT.

THE BUYER SHALL SIGN TO ACKNOWLEDGE THAT HE/SHE UNDERSTANDS THESE PUBLIC LIABILITY TERMS AND CONDITIONS.

S/S X _____ X _____ N/A _____

**CREDIT DISABILITY INSURANCE NOTICE
CLAIM PROCEDURE**

If you become disabled, you must tell us right away. (You are advised to send this information to the same address to which you are normally required to send your payments, unless a different address or telephone number is given to you in writing by us as the location where we would like to be notified.) We will tell you where to get claim forms. You must send in the completed form to the insurance company as soon as possible and tell us as soon as you do.

If your disability insurance covers all of your missed payment(s), WE CANNOT TRY TO COLLECT WHAT YOU OWE OR FORECLOSE UPON OR REPOSSESS ANY COLLATERAL UNTIL THREE CALENDAR MONTHS AFTER your first missed payment is due or until the insurance company pays or rejects your claim, whichever comes first. We can, however, try to collect, foreclose, or repossess if you have any money due and owing us or are otherwise in default when your disability claim is made or if a senior mortgage or lien holder is foreclosing.

If the insurance company pays the claim within the three calendar months, we must accept the money as though you paid on time. If the insurance company rejects the claim within the three calendar months or accepts the claim within the three calendar months on a partial disability and pays less than for a total disability, you will have 35 days from the date that the rejection or the acceptance of the partial disability claim is sent to pay past due payments, or the difference between the past due payments and what the insurance company pays for the partial disability, plus late charges. You can contact us, and we will tell you how much you owe. After that time, we can take action to collect or foreclose or repossess any collateral you may have given.

If the insurance company accepts your claim but requires that you send in additional forms to remain eligible for continued payments, you should send in these completed additional forms no later than required. If you do not send in these forms on time, the insurance company may stop paying, and we will then be able to take action to collect or foreclose or repossess any collateral you may have given.

BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: X

From: Katherine Wright, Superintendent

Item Number: 15.

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request approve Resolution #820 beginning July 1, 2021 Authorizing Designees to Sign District Payroll Orders and Request for Payments to Vendors to Katherine Wright, Superintendent; Tammy Busch, Chief Business Officer; and Vicki Preciado, Director of Accounting

BACKGROUND:

This action is required whenever there is a change in positions.

STATUS:

Tammy Busch was approved to serve as the Chief Business Officer for River Delta Unified School District. See attached Resolution #820.

PRESENTER:

Katherine Wright, Superintendent

OTHER PEOPLE WHO MIGHT BE PRESENT:

Tammy Busch, Chief Business Officer
Vicki Preciado, Director of Accounting

COST AND FUNDING SOURCES:

None

RECOMMENDATION:

That the Board approve Res. #820 (by roll call vote) Authorizing Designees to Sign District Payroll Orders and Requests for Payments to Vendors to Katherine Wright, Superintendent; Tammy Busch, Chief Business Officer; and Vicki Preciado, Director of Accounting.

Time allocated: 2 minutes

**RIVER DELTA UNIFIED SCHOOL DISTRICT
RESOLUTION No. 820**

**Resolution Authorizing Designees to Sign
District Payroll Orders and Requests for
Payments to Vendors**

BE IT RESOLVED AND ORDERED BY the Board of Trustees of the River Delta Unified School District that effective July 1, 2021, Katherine Wright, Superintendent, Tammy Busch, Chief Business Officer and Vicki Preciado, Director of Accounting, whose signatures appear below, are hereby authorized and empowered to sign District payroll orders and manual payroll warrant reports; and,

ADDITIONALLY, BE IT RESOLVED AND ORDERED BY the Board of Trustees of the River Delta Unified School District that effective July 1, 2019, Katherine Wright, Superintendent, Tammy Busch, Chief Business Officer and Vicki Preciado, whose signatures appear below, are hereby authorized and empowered to sign District accounts payable check listings and manual accounts payable warrant reports.

BE IT FURTHER RESOLVED AND ORDERED that all such orders shall be on forms prescribed by the River Delta Unified School District, the Sacramento County Superintendent of Schools, or other County or State offices; and,

BE IT ALSO RESOLVED AND ORDERED that this resolution supersedes all previous resolutions made by the Board of Trustees of the River Delta Unified School District to sign District payroll orders and requests for payments to vendors.

PASSED AND ADOPTED the 22nd day of June, 2021 by the Board of Trustees of the River Delta Unified School District of Sacramento County, California, by the following vote:

AYES:
NOES:
ABSENT:

IN WITNESS WHEREOF, I, Jennifer Stone, President of the Board of Trustees of the River Delta Unified School District of Sacramento County, California, certify that the foregoing is a full, true, and correct copy of Resolution No. 820 adopted by the said Board at a meeting thereof held at a public place of meeting and the Resolution is on file in the office of said Board.

Jennifer Stone, President
Board of Trustees
River Delta Unified School District

June 22, 2021 .
(Date)

SIGNATURES OF AUTHORIZED EMPLOYEES:

_____, Katherine Wright, Superintendent

_____, Tammy Busch, Chief Business Officer

_____, Vicki Preciado, Director of Accounting

**BOARD OF TRUSTEES
RIVER DELTA UNIFIED SCHOOL DISTRICT**

445 Montezuma Street
Rio Vista, California 94571-1561

BOARD AGENDA BRIEFING

Meeting Date: June 22, 2021

Attachments: _____

From: Katherine Wright, Superintendent

Item Number: 16

Type of item: (Action, Consent Action or Information Only): Action

SUBJECT:

Request to Approve the Elimination of the River Delta Unified School District Potential School Closure List

BACKGROUND:

In May 2021, Riverview Middle School and Bates Elementary School were identified as schools that would continue to be monitored and considered for school closure in the future. In June 2021, three RDUSD Trustees and Superintendent Wright met with six attorneys who are members from the Lawyer's Committee for Civil Rights (LCCR) to discuss the school closure process and discussions that RDUSD has had thus far and their concerns therein.

STATUS:

To promote encouragement and trust for continuous school improvement and to improve expansion of consideration and equitable practices in our decision-making processes, eliminating the potential school closure is recommended as the first step in our good faith efforts to emphasize our collaborative and inclusive beliefs in the school closure process.

PRESENTER:

Kathy Wright, Superintendent along with Trustee Stone, Trustee Lamera and Trustee Casillas

COST AND FUNDING SOURCES:

No cost to the District

RECOMMENDATION:

That the Board approve the elimination of potential school closure list

Time allocated: 10 minutes