The Single Plan for Student Achievement

School: Rio Vista Elementary School

CDS Code: 19649986022685

District: Saugus Union Elementary School District

Principal: Gina Nolte

Revision Date: 10-25-17

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position: Principal

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The District Governing Board approved this revision of the SPSA on .

School Vision and Mission

Rio Vista Elementary School's Vision and Mission Statements
Rio Vista is dedicated to developing and nurturing the whole child in a safe and respectful learning environment. We provide a rigorous instructional program while encouraging each student to develop academic knowledge, inter-and intra- personal skills, and a positive attitude toward self and others.

As instructional leaders we will set the benchmark for academic excellence by embracing change, creating a positive culture, and implementing current research based instructional practices. Through standards based, focused direct instruction, meaningful common assessments, and collaboration around data, we will ensure all students achieve the academic proficiency necessary to become productive members of society.

School Profile

Rio Vista Elementary School, home of the Rockets, is an active and vibrant campus, where a mission team of dedicated teachers, staff, parents, and community members work together to provide liftoff for each and every Rocket. Located in Canyon Country, the heart of the Santa Clarita Valley, Rio Vista exemplifies the rich, culturally diverse tradition and history of the area. The students and staff at Rio Vista come from many ethnic, cultural, and economic backgrounds. We celebrate this diversity each day, and take pride in our community, our work, and ourselves. This is why Rio Vista Rockets "soar above the rest!"

Student Enrollment by Grade Level (School Year 2017-18)
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	75
Grade 1	83
Grade 2	82
Grade 3	73
Grade 4	97
Grade 5	86
Grade 6	96
Total Enrollment	592

School Demographic Characteristics
These data are from either the California Longitudinal Pupil Achievement Data System (CALPADS).

Ethnic/Racial* (CALPADS)	Percent
Black or African American	4%
American Indian or Alaska Native	0
Asian	2%
Filipino	Not Reported
Hispanic or Latino	65%
Native Hawaiian or Pacific Islander	3%
White (non-Hispanic)	23%
Two or more races	3%

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).

Site Council surveys are used to determine parent overall impressions of Rio Vista Elementary School. Staff surveys regarding student assessment results were used to determine needs for improving student achievement. DELAC surveys utilized disaggregated data by site. Student surveys are completed to determine student perceptions of their connectedness and safety at school. Staff and 3rd - 6th grade student perceptions about school climate are collected through Positive Behavioral Interventions and Support (PBIS) surveys. All students, K-6th complete school climate surveys detailing their feelings about school safety and experiences each year.

Classroom Observations

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

Administrator walks through classrooms to observe daily instruction. Grade level instructional rounds are scheduled one time per year and learning walks are scheduled for a minimum of three times per year. Grade levels have the opportunity to observe math lessons taught by a consultant in their classes to view problem solving, questioning and feedback examples to broaden their repertoire.

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

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

   As a school, the staff analyzed state CELDT, ADEPT, ELPAC data and beginning of the year grade level assessments at the start of the school year. We used this information to formulate school and grade level goals. Individual teachers are required to review the student data for students assigned to their classroom and discuss their needs and provide their plans to address these needs during professional planning conferences. Teachers are also required to create professional goals annually.

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

All teachers monitor student's progress with four to six week common assessments and district benchmarks. Teachers create Standards Based Units of Study and Culminating Layered Activities aligned to California Standards. Student assessment data are reviewed and studied to make informed decisions regarding pacing guides, RtI groups, and curricular areas of study aligned to California Standards.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers and instructional assistants meet the requirements for highly qualified staff. Many of our staff members hold higher degrees in educational studies and administration.

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

Requirements have been met.

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

We have a comprehensive staff development program that is aligned with our school plan goals and our District's LCAP goals. A thorough analysis of our student data is conducted to determine staff development needs. Our local assessments are used to design lessons that meet each student's needs and are aligned with California Common Core Standards. The selection of staff development opportunities is an ongoing process of analyzing data to determine professional needs, and provide opportunities fo rteachers to further develop instructional strategies.

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

Our students identified as "at-risk" in English language arts and/or mathematics receive additional Title I support and instructional assistance from NCLB compliant classroom instructional assistants. 100% of classrooms have highly qualified teachers (NCLB compliant). English learners receive 30 minutes of designated instruction daily in language development using Systematic ELD curriculum with a focus on Speaking and Listening. Students experience integrated language development throughout the remainder of the day. Instructional Coaches and ELD Coaches are available and utilized by the whole staff and on an individual basis as needed.

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

Continuous professional development (consultant services) provides our staff the opportunity to review student data and provides the opportunity to plan curriculum accordingly by grade level. Grade levels also articulate with the grade level teams above and below. The focus of our professional development this year is incorporating growth mindset in the area of math by increasing rigor and expanding opportunities for problem solving, questioning and feedback strategies.

Teaching and Learning

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

The Rio Vista Elementary staff and administration are committed to ensuring that all curriculum and instruction are aligned with California Standards. All core, supplemental, and support materials support these efforts.

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

Reading/Language Arts and mathematics are taught each day according to our district plan. We also adhere to the prescribed minutes required for ELD and PE instruction for all students. We continue to review data to improve our targeted interventions to best meet the needs of our at-risk and English Learner students through designated ELD time and RtI time each day.

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

We provide the opportunity for all students requiring academic support to participate on a daily basis in RtI intervention. Summer extended learning is provided for Title I students and ELD students. These intervention programs provide additional support in ELA and Math for students who are not meeting grade level standards.

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

Standards-aligned and California Common Core Standards instructional materials for all student groups are sufficient in both quality and quantity in each subject area. We follow all materials adoption timelines determined by the state. Supplemental materials will be purchased as needed.

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

Opportunity and Equal Educational Access

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

We are fortunate to have collaborative planning time each week on Wednesday afternoon that allows teachers to plan for classroom intervention and small group instruction, based on student needs. It also provides the time to review common assessment data and adjust common four to six week plans to meet the needs of all students. In addition, we have seven instructional assistants who provide additional support to students in K - 6th grade. They work an average of 3.0 hours/ 4 days a week, for 100 days per year. We have a part time school psychologist who provides support to teachers and students regarding behavioral, academic, and emotional concerns. This year we have a counselor three days a week funded by Title I and one day a week funded by LCAP to provide support for our students in need.

14. Research-based educational practices to raise student achievement

The Explicit Direct Instruction model to enhance student achievement is used by teachers to deliver new lessons (1st time taught). We also use the Systematic ELD program for a minimum of 30 minutes of designated time per day each day for our language learners working on ELD speaking and listening standards while our English only students work on ELA Speaking and Listening standards. Teachers and instructional assistants use research based programs with students to increase fluency and comprehension.

Parental Involvement

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

Teachers and the administrator communicate on a ongoing, weekly basis with families and community members, through the Tuesday Newsletter and classroom newsletters online and hard copies as needed. Additional communication through email, phone calls, websites (district, school and PTA), conferences, family nights, and Student Study Team meetings when necessary (all written communication is translated into Spanish and oral interpretation is available when needed.) Our community is rich with resources. Families may use the public library (which provides free homework assistance in English and Spanish), the Child and Family Resource Center, and Community Based Adult ELD classes (held on our campus). PTA also assists in providing after school enrichment classes. For homeless children specifically, the school site and the district homeless/foster youth liaison provide academic materials and supplies, clothing, medical referrals, and assistance with living arrangements. The District Homeless Policy is followed.

16. 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)

We continue to partner with local community organizations to provide for students basic needs. We have been in partnership with two local churches who provide annual festivals and block parties to raise monies to allow our students to participate in field trips. We also continue to partner with the Santa Clarita Educational Foundation to promote "Read with Me" volunteers in all grades and the "Bag of Books" program in our Kindergarten classes. We have coordinated with the SCV Senior Center to provide art for senior events. We continue to partner with Operation School Bell to provide basic clothing for our students in need. We offer Family Literacy classes and Parent Involvement classes each year. Last year we provided parent classes through the En Familia program and this year we will once again provide classes for parents through Parent Institute for Quality Education (PIQE). We are partnering with Walt Disney Animation to bring incentives to our children who are recognized for making great choices at school through PBIS during Winner Wednesdays.

Funding

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

Rio Vista has five Title I Instructional Assistants who work an average of 3.0 hours/4 days a week, for approximately 100 days per year to support students in the classrooms. In addition, the Title I Instructional Assistants provide daily classroom RtI support for language arts for our underperforming students. The Systematic ELD program is used with all English Language Learners. Project Read, Read Naturally, Reading Together, Corrective Reading, and Ready Common Core, Accelerated Reader and Moby Max program materials are purchased to support reading in all grades.

18. Fiscal support (EPC)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	86	91	100	86	90	100	86	90	100	100.0	98.9	100
Grade 4	99	92	84	99	91	84	99	91	84	100.0	98.9	100
Grade 5	86	101	97	85	100	96	85	100	96	98.8	99	99
Grade 6	92	83	108	92	83	107	92	83	107	100.0	100	99.1
All Grades	363	367	389	362	364	387	362	364	387	99.7	99.2	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2388.5	2402.4	2391.9	10	14	10.00	26	19	13.00	21	30	47.00	43	37	30.00
Grade 4	2438.6	2459.7	2462.2	13	25	17.86	23	20	28.57	21	22	26.19	42	33	27.38
Grade 5	2497.6	2487.1	2504.4	19	20	18.75	27	22	33.33	29	21	18.75	25	37	29.17
Grade 6	2535.5	2559.1	2532.5	10	27	18.69	48	34	35.51	28	30	24.30	14	10	21.50
All Grades	N/A	N/A	N/A	13	21	16.28	31	23	27.65	25	26	29.20	31	30	26.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	18	10.00	41	44	49.00	42	38	41.00
Grade 4	15	25	21.43	45	42	50.00	39	33	28.57
Grade 5	20	18	22.92	48	43	50.00	32	38	27.08
Grade 6	17	31	23.36	53	53	50.47	29	16	26.17
All Grades	17	23	19.38	47	45	49.87	36	32	30.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	13	7.00	43	44	46.00	47	42	47.00
Grade 4	14	21	20.48	44	43	46.99	41	36	32.53
Grade 5	28	26	26.04	40	36	41.67	32	37	32.29
Grade 6	27	31	21.50	58	54	49.53	15	14	28.97
All Grades	20	23	18.65	46	44	46.11	34	33	35.23

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	13	10	10.00	48	64	61.00	40	26	29.00
Grade 4	12	19	17.86	63	59	63.10	25	22	19.05
Grade 5	12	13	18.75	67	64	65.63	21	23	15.63
Grade 6	17	23	14.95	71	71	71.96	12	6	13.08
All Grades	14	16	15.25	62	64	65.63	24	20	19.12

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	14	16	8.00	50	58	60.00	36	27	32.00
Grade 4	13	27	21.43	59	51	64.29	28	22	14.29
Grade 5	29	26	30.21	62	58	48.96	8	16	20.83
Grade 6	23	39	25.23	67	55	57.01	10	6	17.76
All Grades	20	27	21.19	60	55	57.36	21	18	21.45

Conclusions based on this data:

1. We now have three years of data from this assessment. In reviewing overall achievement, the scores in all grades seem to have fluctuated a bit for our students achieving at or near and above standard in all areas.
2. In reviewing the sub-category results of reading, writing, listening, and research/inquiry, the relative strength is with the 4th grade in research/inquiry and the relative weakest grade level is the third grade while 6th grade lost ground in this area as well.
3. More exposure to this type of assessment format will be required for the students to demonstrate/ their understanding of what is being taught in the classrooms. Teachers will be exposing students to more of the IAB assessments to give students practice in taking tests on the computer and increase student use of tools on the computer. Of the two core areas tested, it appears that these results, when compared to math, indicate ELA/Literacy is an area of relative strength.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	86	91	100	86	91	100	86	91	100	100.0	100	100
Grade 4	99	92	84	99	91	84	99	91	84	100.0	98.9	100
Grade 5	86	101	97	85	101	96	85	100	96	98.8	100	99
Grade 6	92	83	108	92	82	106	92	82	106	100.0	98.8	98.1
All Grades	363	367	389	362	365	386	362	364	386	99.7	99.5	99.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2386.8	2415.4	2414.3	6	12	6.00	26	23	32.00	21	34	34.00	48	31	28.00
Grade 4	2437.5	2455.1	2474.2	7	10	10.71	16	23	32.14	46	41	38.10	30	26	19.05
Grade 5	2500.0	2471.5	2487.0	18	8	14.58	15	15	15.63	39	30	34.38	28	47	35.42
Grade 6	2523.3	2558.1	2514.6	12	23	16.98	25	32	18.87	38	32	33.02	25	13	31.13
All Grades	N/A	N/A	N/A	10	13	12.18	20	23	24.35	36	34	34.72	33	30	28.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	18	17.00	29	44	51.00	52	38	32.00
Grade 4	8	18	25.00	32	40	46.43	60	43	28.57
Grade 5	19	13	26.04	38	26	29.17	44	61	44.79
Grade 6	24	34	20.75	38	45	40.57	38	21	38.68
All Grades	17	20	22.02	34	38	41.71	49	42	36.27

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**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	12	14	9.00	41	48	54.00	48	37	37.00
Grade 4	11	12	20.24	46	45	48.81	42	43	30.95
Grade 5	16	8	14.58	51	45	44.79	33	47	40.63
Grade 6	12	24	13.21	53	50	48.11	35	26	38.68
All Grades	13	14	13.99	48	47	48.96	40	39	37.05

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	14	20	16.00	44	55	60.00	42	25	24.00
Grade 4	13	13	20.24	38	58	55.95	48	29	23.81
Grade 5	13	8	12.50	51	47	44.79	36	45	42.71
Grade 6	14	24	16.98	60	57	43.40	26	18	39.62
All Grades	14	16	16.32	48	54	50.78	38	30	32.90

Conclusions based on this data:

1. This is our third year with the CAASPP test. In reviewing overall achievement, third through fifth grades appear to make incremental progress. It is surprising that sixth grade lost the gains they have been making. Since our scores in Math show less progress than our ELA scores, we have been working with a math consultant to increase strategies and plan lessons to continue to increase success with our students.
2. In reviewing the sub-category results of concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning, third grade has made steady progress. Fourth and fifth grades appear to have made nice progress while 6th grade appear to have lost their gains in all three areas.
3. More exposure to this type of assessment format will be required for the students to show their understanding of what is being taught in the classrooms. Teachers will be exposing students to more of the IAB assessments to give students practice in taking tests on the computer and increase students use of tools on the computer. Of the two core areas tested, it appears that these results, indicate ELA/Literacy is an area of relative strength over math.

School and Student Performance Data

CAASPP Results (English Learner)

English Language Arts/Literacy

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	86	31	33	33	31	33	33	31	33	38.4	100	100
Grade 4	99	38	23	29	38	23	29	38	23	29.3	100	100
Grade 5	86	31	19	16	31	19	16	31	19	18.6	100	100
Grade 6	92	15	16	12	15	16	12	15	16	13.0	100	100
All Grades	363	115	91	90	115	91	90	115	91	24.8	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 English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2348.0	2379.8	2372.5	0	0	0.00	15	23	9.09	21	26	57.58	64	52	33.33
Grade 4	2379.5	2418.0	2406.1	0	5	0.00	7	18	13.04	21	29	34.78	72	47	52.17
Grade 5	2415.2	2424.2	2441.3	0	3	0.00	0	3	15.79	25	29	26.32	75	65	57.89
Grade 6	2456.6	2475.3	2420.4	0	0	0.00	17	7	0.00	42	53	18.75	42	40	81.25
All Grades	N/A	N/A	N/A	0	3	0.00	10	14	9.89	24	31	38.46	66	52	51.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	6	0.00	30	42	48.48	64	52	51.52
Grade 4	0	11	0.00	31	45	56.52	69	45	43.48
Grade 5	0	6	0.00	19	23	47.37	81	71	52.63
Grade 6	0	0	0.00	50	53	6.25	50	47	93.75
All Grades	2	7	0.00	31	39	42.86	67	54	57.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	3	3.03	33	45	48.48	64	52	48.48
Grade 4	0	3	0.00	24	50	50.00	76	47	50.00
Grade 5	0	3	0.00	25	26	26.32	75	71	73.68
Grade 6	0	0	0.00	42	67	25.00	58	33	75.00
All Grades	1	3	1.11	30	44	40.00	69	53	58.89

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	0	3	0.00	39	65	75.76	61	32	24.24
Grade 4	3	13	0.00	59	58	60.87	38	29	39.13
Grade 5	0	3	5.26	63	58	57.89	38	39	36.84
Grade 6	0	0	0.00	75	87	50.00	25	13	50.00
All Grades	1	6	1.10	54	63	63.74	44	30	35.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	3	10	0.00	45	52	60.61	52	39	39.39
Grade 4	3	11	0.00	62	61	78.26	34	29	21.74
Grade 5	0	6	15.79	69	61	47.37	31	32	36.84
Grade 6	0	0	0.00	75	73	31.25	25	27	68.75
All Grades	2	8	3.30	59	60	57.14	39	32	39.56

Conclusions based on this data:

1. Based on the data shown here, it appears that a very small percentage of students has been successful in showing achievement. Continued discussion among teachers is warranted as to how to incorporate greater access and time to practice such a testing format (utilizing the IABs for example). Discussion is also warranted as far as how each area will be addressed by instruction this year. Our 3rd, 5th and 6th are piloting the ELA curriculum choices for the District this year.
2. EL learners in ELA demonstrate little growth in most areas. 5th grade showed the largest increase in Research/inquiry and reading.
3. Teachers will continue to support students in acquiring strength and skills in the English language and will increase their academic language to increase their success.

School and Student Performance Data

CAASPP Results (English Learner)

Mathematics

Overall Participation for English Learner												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	86	31	33	33	31	33	33	31	33	38.4	100	100
Grade 4	99	38	23	29	38	23	29	38	23	29.3	100	100
Grade 5	86	31	19	16	31	19	16	30	19	18.6	100	100
Grade 6	92	15	16	12	15	15	12	15	15	13.0	100	93.8
All Grades	363	115	91	90	115	90	90	114	90	24.8	100	98.9

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

Overall Achievement for English Learner															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2358.8	2387.9	2407.4	0	3	3.03	18	13	30.30	15	39	42.42	67	45	24.24
Grade 4	2408.1	2436.3	2431.0	0	5	0.00	3	18	13.04	59	39	47.83	38	37	39.13
Grade 5	2429.9	2426.3	2427.2	0	0	5.26	0	3	5.26	31	20	15.79	69	77	73.68
Grade 6	2440.2	2482.1	2407.5	0	0	0.00	0	7	0.00	25	53	20.00	75	40	80.00
All Grades	N/A	N/A	N/A	0	3	2.22	8	11	15.56	33	36	34.44	59	50	47.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	6	15.15	24	39	57.58	70	55	27.27
Grade 4	0	5	8.70	10	42	34.78	90	53	56.52
Grade 5	0	0	10.53	25	10	5.26	75	90	84.21
Grade 6	0	7	0.00	8	47	26.67	92	47	73.33
All Grades	2	4	10.00	18	33	35.56	80	62	54.44

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	3	3.03	27	45	57.58	67	52	39.39
Grade 4	0	8	4.35	31	34	43.48	69	58	52.17
Grade 5	0	0	0.00	25	23	31.58	75	77	68.42
Grade 6	0	0	0.00	25	27	0.00	75	73	100.0
All Grades	2	4	2.22	28	33	38.89	70	63	58.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	3	6	9.09	39	61	66.67	58	32	24.24
Grade 4	3	8	0.00	31	55	56.52	66	37	43.48
Grade 5	0	0	0.00	13	33	31.58	88	67	68.42
Grade 6	0	0	0.00	25	47	20.00	75	53	80.00
All Grades	2	4	3.33	30	50	48.89	68	46	47.78

Conclusions based on this data:

1. Based on the data shown here, it appears that a very small percentage of students has been successful in showing achievement. Continued discussion among teachers is warranted as to how to incorporate greater access and time to practice such a testing format (utilizing the IABs for example). Discussion is also warranted as far as how each area will be addressed by instruction this year.
2. Overall, little progress in all math areas. 3rd grade showed the most improvement in all sub groups.
3. Teachers will continue to increase academic vocabulary, work as a grade level to get students to take basic math knowledge and apply that learning to solving word problems.

School and Student Performance Data

CAASPP Results (Reclassified Fluent English Proficient)

English Language Arts/Literacy

Overall Participation for Reclassified Fluent English Proficient (R-FEP)												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	86	4	12	5	4	12	5	4	12	5.8	100	100
Grade 4	99	5	14	13	5	14	13	5	14	13.1	100	100
Grade 5	86	14	26	24	14	26	24	14	26	27.9	100	100
Grade 6	92	24	31	26	24	31	26	24	31	28.3	100	100
All Grades	363	47	83	68	47	83	68	47	83	18.7	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 Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	2429.8	*	*	16.67	*	*	25.00	*	*	50.00	*	*	8.33
Grade 4	2481.6	*	2505.9	31	*	21.43	15	*	57.14	31	*	21.43	23	*	0.00
Grade 5	2511.3	2563.2	2518.3	17	50	19.23	38	36	42.31	38	0	23.08	8	14	15.38
Grade 6	2541.2	2565.9	2547.6	8	29	16.13	54	38	41.94	31	33	35.48	8	0	6.45
All Grades	N/A	N/A	N/A	18	43	18.07	40	34	42.17	32	19	31.33	10	4	8.43

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	25.00	*	*	41.67	*	*	33.33
Grade 4	15	*	28.57	54	*	64.29	31	*	7.14
Grade 5	17	36	23.08	58	57	57.69	25	7	19.23
Grade 6	12	21	22.58	65	63	58.06	23	17	19.35
All Grades	16	28	24.10	59	60	56.63	25	13	19.28

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	16.67	*	*	58.33	*	*	25.00
Grade 4	8	*	28.57	85	*	64.29	8	*	7.14
Grade 5	33	64	26.92	54	21	53.85	13	14	19.23
Grade 6	23	29	19.35	65	67	64.52	12	4	16.13
All Grades	24	45	22.89	66	47	60.24	10	9	16.87

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	*	*	16.67	*	*	58.33	*	*	25.00
Grade 4	31	*	21.43	62	*	71.43	8	*	7.14
Grade 5	8	7	23.08	75	79	73.08	17	14	3.85
Grade 6	15	25	9.68	81	75	87.10	4	0	3.23
All Grades	19	23	16.87	72	72	75.90	9	4	7.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	*	*	8.33	*	*	66.67	*	*	25.00
Grade 4	15	*	50.00	62	*	50.00	23	*	0.00
Grade 5	33	50	34.62	63	43	38.46	4	7	26.92
Grade 6	19	42	32.26	77	58	64.52	4	0	3.23
All Grades	26	53	32.53	66	45	54.22	7	2	13.25

Conclusions based on this data:

1. Based on the data shown here, it appears that a large percentage of students in all grade levels have been successful in showing achievement. Continued discussion among teachers is warranted as to how to incorporate greater access and time to practice this testing format and how they will direct their instruction for greater success.
2. Continue to support the growth and success of reclassified students.

School and Student Performance Data

CAASPP Results (Reclassified Fluent English Proficient)

Mathematics

Overall Participation for Reclassified Fluent English Proficient (R-FEP)												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	86	4	12	5	4	12	5	4	12	5.8	100	100
Grade 4	99	5	14	13	5	14	13	5	14	13.1	100	100
Grade 5	86	14	26	24	14	26	24	14	26	27.9	100	100
Grade 6	92	24	31	26	24	31	26	24	31	28.3	100	100
All Grades	363	47	83	68	47	83	68	47	83	18.7	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 Reclassified Fluent English Proficient (R-FEP)															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	2456.6	*	*	16.67	*	*	41.67	*	*	33.33	*	*	8.33
Grade 4	2448.8	*	2506.1	8	*	14.29	15	*	57.14	46	*	28.57	31	*	0.00
Grade 5	2514.1	2508.6	2513.3	21	7	15.38	13	21	19.23	50	57	46.15	17	14	19.23
Grade 6	2538.1	2560.5	2516.9	12	21	6.45	42	38	22.58	31	29	45.16	15	13	25.81
All Grades	N/A	N/A	N/A	15	21	12.05	28	34	30.12	40	34	40.96	18	11	16.87

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	25.00	*	*	66.67	*	*	8.33
Grade 4	8	*	42.86	46	*	50.00	46	*	7.14
Grade 5	21	7	30.77	38	57	38.46	42	36	30.77
Grade 6	31	38	6.45	38	42	54.84	31	21	38.71
All Grades	26	32	22.89	38	47	50.60	35	21	26.51

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	*	*	16.67	*	*	75.00	*	*	8.33
Grade 4	8	*	35.71	62	*	42.86	31	*	21.43
Grade 5	21	7	19.23	58	79	53.85	21	14	26.92
Grade 6	4	21	9.68	77	58	61.29	19	21	29.03
All Grades	12	26	18.07	68	60	57.83	21	15	24.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	*	*	33.33	*	*	66.67	*	*	0.00
Grade 4	23	*	28.57	46	*	64.29	31	*	7.14
Grade 5	4	7	15.38	71	71	50.00	25	21	34.62
Grade 6	15	17	6.45	62	75	51.61	23	8	41.94
All Grades	16	23	16.87	60	66	55.42	24	11	27.71

Conclusions based on this data:

1. Based on the data shown here, it appears that a great percentage of students have been successful in showing achievement. Continued discussion among teachers is warranted as to how to incorporate greater access and time to practice this testing format and how they will direct their instruction for greater success.
2. Reclassified students continue to show growth in most sub groups.
3. Teachers will continue to support their growth by utilizing academic vocabulary, specific questioning and feedback to students.

School and Student Performance Data

CAASPP Results (Low Income (NSLP))

English Language Arts/Literacy

Overall Participation for Economically Disadvantaged												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	86	54	76	53	54	76	53	54	76	61.6	100	100
Grade 4	99	58	46	62	58	46	62	58	46	62.6	100	100
Grade 5	86	60	59	50	60	59	50	60	59	58.1	100	100
Grade 6	92	47	60	59	47	60	59	47	60	64.1	100	100
All Grades	363	219	241	224	219	241	224	219	241	61.7	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 Economically Disadvantaged															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2388.2	2385.1	2390.9	9	7	7.89	26	19	14.47	19	28	51.32	45	46	26.32
Grade 4	2417.8	2447.1	2439.7	8	21	8.70	15	19	26.09	26	22	28.26	52	38	36.96
Grade 5	2487.2	2469.6	2500.3	18	13	15.25	22	20	35.59	26	25	20.34	34	42	28.81
Grade 6	2512.4	2546.8	2508.2	7	26	10.00	39	23	31.67	32	40	28.33	22	11	30.00
All Grades	N/A	N/A	N/A	10	16	10.37	25	20	26.14	26	28	33.61	38	35	29.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	15	9.21	36	37	51.32	45	48	39.47
Grade 4	8	21	10.87	42	40	54.35	50	40	34.78
Grade 5	18	14	20.34	42	42	54.24	40	44	25.42
Grade 6	10	26	11.67	49	49	50.00	41	26	38.33
All Grades	13	18	12.86	42	42	52.28	44	40	34.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	6	5.26	43	44	48.68	47	50	46.05
Grade 4	8	14	11.11	39	47	57.78	53	40	31.11
Grade 5	24	19	22.03	38	36	49.15	38	46	28.81
Grade 6	19	28	13.33	58	60	53.33	24	13	33.33
All Grades	15	16	12.50	45	46	51.67	41	38	35.83

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	13	7	9.21	45	63	63.16	42	30	27.63
Grade 4	10	21	10.87	61	62	58.70	29	17	30.43
Grade 5	10	8	20.34	66	71	61.02	24	20	18.64
Grade 6	14	19	8.33	71	74	71.67	15	6	20.00
All Grades	12	14	12.03	61	67	63.90	27	19	24.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	6	11	6.58	58	54	60.53	36	35	32.89
Grade 4	6	22	15.22	60	55	65.22	34	22	19.57
Grade 5	26	20	28.81	64	62	49.15	10	18	22.03
Grade 6	22	30	21.67	63	62	55.00	15	9	23.33
All Grades	15	21	17.43	61	58	57.26	24	21	25.31

Conclusions based on this data:

1. Based on the data shown here, it appears that a small percentage of students has been successful in showing achievement. Continued discussion among teachers is warranted as to how to incorporate greater access and time to practice this testing format (IABs) and how they will direct their instruction for greater success.
2. Teachers are using Story Works, Moby Max and Ready Common Core materials to supplement the curriculum for student achievement
3. 6th grade showed a decrease in all sub groups. Teachers will continue to collaborate in lesson planning and design. They will also discuss data on a regular basis in the effort to determine specific ways to increase student success.

School and Student Performance Data

CAASPP Results (Low Income (NSLP))

Mathematics

Overall Participation for Economically Disadvantaged												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	86	54	76	53	54	76	53	54	76	61.6	100	100
Grade 4	99	58	46	62	58	46	62	58	46	62.6	100	100
Grade 5	86	60	59	50	60	59	50	59	59	58.1	100	100
Grade 6	92	47	60	59	46	59	59	46	59	64.1	97.9	98.3
All Grades	363	219	241	224	218	240	224	217	240	61.7	99.5	99.6

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

Overall Achievement for Economically Disadvantaged															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2391.3	2398.7	2410.7	8	7	5.26	23	11	30.26	19	41	35.53	51	41	28.95
Grade 4	2421.5	2452.1	2461.2	3	9	4.35	8	24	30.43	53	41	41.30	35	26	23.91
Grade 5	2486.7	2452.3	2483.9	16	2	11.86	10	15	11.86	42	25	40.68	32	58	35.59
Grade 6	2506.8	2544.7	2481.8	10	17	5.08	24	30	18.64	31	33	32.20	36	20	44.07
All Grades	N/A	N/A	N/A	9	8	6.67	16	20	22.92	37	35	37.08	38	37	33.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	9	15.79	21	43	50.00	58	48	34.21
Grade 4	3	17	19.57	23	38	41.30	74	45	39.13
Grade 5	16	7	20.34	32	24	30.51	52	69	49.15
Grade 6	19	28	10.17	32	50	38.98	49	22	50.85
All Grades	14	15	16.25	27	38	40.83	59	47	42.92

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	9	7.89	34	48	56.58	53	43	35.53
Grade 4	5	14	15.22	42	38	43.48	53	48	41.30
Grade 5	16	2	10.17	48	39	50.85	36	59	38.98
Grade 6	10	20	5.08	44	46	38.98	46	35	55.93
All Grades	11	11	9.17	42	42	48.33	47	47	42.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	19	15	11.84	43	52	63.16	38	33	25.00
Grade 4	8	12	10.87	35	59	65.22	56	29	23.91
Grade 5	8	2	10.17	50	46	44.07	42	53	45.76
Grade 6	12	20	5.08	54	54	35.59	34	26	59.32
All Grades	12	12	9.58	46	53	52.08	43	36	38.33

Conclusions based on this data:

1. Based on the data shown here, it appears that a small percentage of students has been successful in showing achievement. Continued discussion among teachers is warranted as to how to incorporate greater access and time to practice such a testing format and how they will direct their instruction for greater success.
2. Teachers will continue to increase academic vocabulary and work as a grade level to get students to take basic math knowledge and apply that learning to solving word problems.
3. 6th grade students scores decreased in all sub groups. Teachers will coordinate lesson planning and design. They will also discuss data on a regular basis in the effort to determine specific ways to increase student success.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					17		100	83	60			40			
1	13	9	15	38	36	41	49	45	26		9	12			6
2	9		4	19		46	56		35	13		8	3		8
3	7			21		41	54		51	14		7	4		
4	6			26		52	52		39	13		6	3		3
5	21		22	61		47	18		28			3			
6			5	56		45	38		41	6		5			5
Total	10	6	8	34	29	44	47	59	37	7	6	8	2		3

Conclusions based on this data:

1. Although not yet indicated with formal scores, the majority of language learners in all grades are in the Intermediate group. Efforts must be focused on this group to keep them acquiring language each year at a consistent rate. Continued discussion among teachers is warranted as to how to continue to support these students to succeed in their language acquisition (ie. incorporating academic language and SELD).
2. This year only K and new to CA students (initial) were assessed with the CELDT at the beginning of the year. ELPAC will be used to assess all students in need of annual assessment in the early spring.

School and Student Performance Data

California Data Dashboard (Equity Report)

Home / Saugus Union - Los Angeles / Rio Vista Elementary / Equity Report

Equity Report

Rio Vista Elementary - Los Angeles County

Enrollment: 621 **Socioeconomically Disadvantaged:** 62% **English Learners:** 35% **Foster Youth:** N/A **Grade Span:** K-6 **Charter School:** No

Reporting Year: Spring 2017

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	0
English Learner Progress (K-12)		1	1
English Language Arts (3-8)		4	0
Mathematics (3-8)		4	0

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

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School and Student Performance Data

California Data Dashboard (Status Report)

Home / Saugus Union - Los Angeles / Rio Vista Elementary / Status and Change Report

Status and Change Report

Rio Vista Elementary - Los Angeles County

Enrollment: 621 **Socioeconomically Disadvantaged:** 62% **English Learners:** 35% **Foster Youth:** N/A **Grade Span:** K-6 **Charter School:** No

Reporting Year: Spring 2017

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.2%	Declined -0.6%
English Learner Progress (K-12)		Medium 70.5%	Declined -4.3%
English Language Arts (3-8)		Low 6.7 points below level 3	Increased +12 points
Mathematics (3-8)		Low 25.3 points below level 3	Increased +11.8 points

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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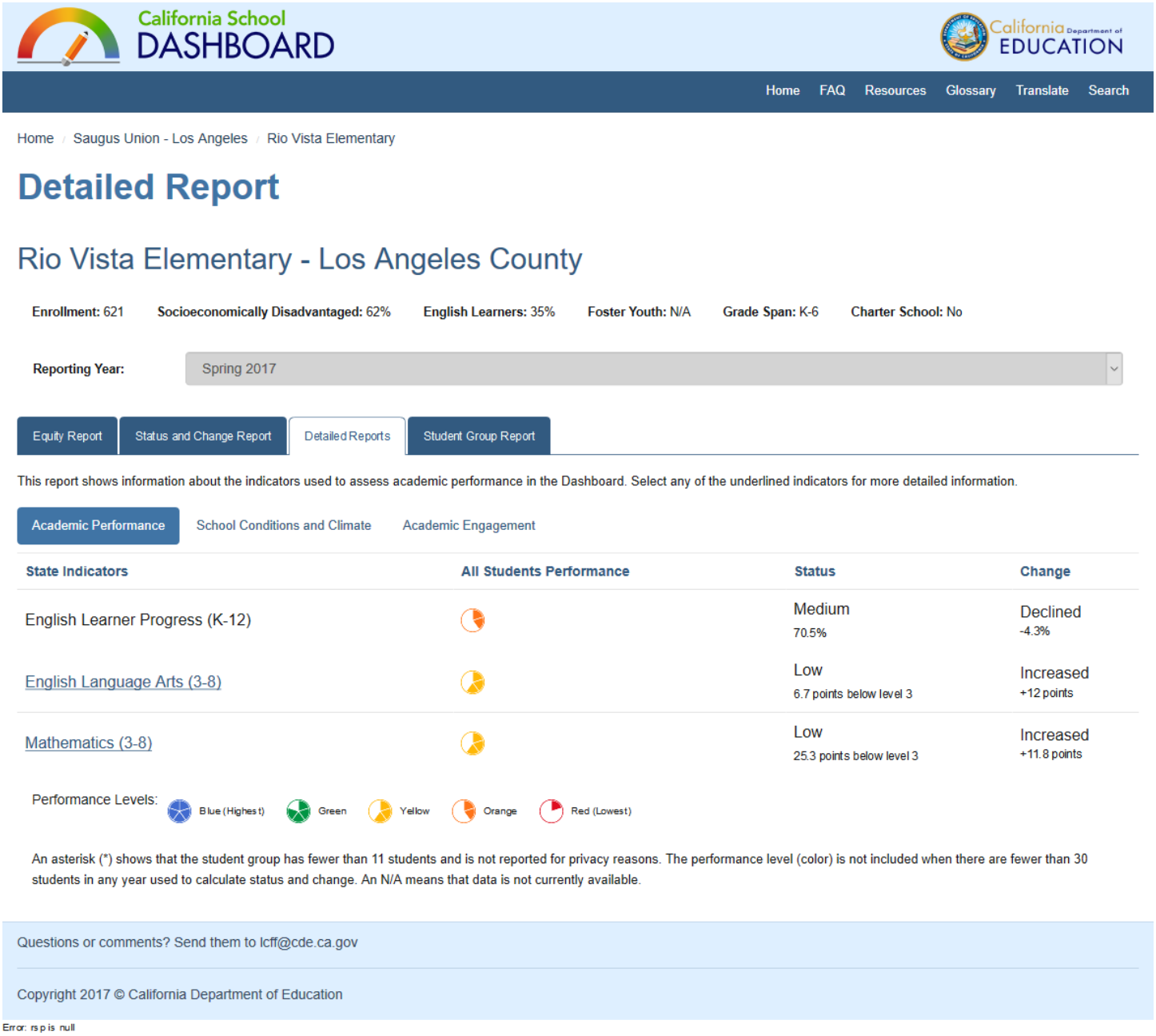
School and Student Performance Data

California Data Dashboard (Detailed Report)



California School DASHBOARD

California Department of EDUCATION

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Home / Saugus Union - Los Angeles / Rio Vista Elementary

Detailed Report

Rio Vista Elementary - Los Angeles County

Enrollment: 621 **Socioeconomically Disadvantaged:** 62% **English Learners:** 35% **Foster Youth:** N/A **Grade Span:** K-6 **Charter School:** No

Reporting Year: Spring 2017

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

Academic Performance | School Conditions and Climate | Academic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		Medium 70.5%	Declined -4.3%
English Language Arts (3-8)		Low 6.7 points below level 3	Increased +12 points
Mathematics (3-8)		Low 25.3 points below level 3	Increased +11.8 points

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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School and Student Performance Data

California Data Dashboard (Student Group Report)

Home / Saugus Union - Los Angeles / Rio Vista Elementary

Student Group Report

Rio Vista Elementary - Los Angeles County

Enrollment: 621 **Socioeconomically Disadvantaged:** 62% **English Learners:** 35% **Foster Youth:** N/A **Grade Span:** K-6 **Charter School:** No

Reporting Year: Spring 2017

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			N/A	N/A			*	*		*		*	*	
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			N/A	N/A		*	*	*	*	*		*	*	
Mathematics (3-8)			N/A	N/A		*	*	*	*	*		*	*	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Achievement
LEA GOAL:
Increase student achievement. Ensure California Standards instruction and instruction in all content areas to meet standards. Ensure students have course access to all subject areas. Increase other student outcomes in areas not tested by CAASPP or CAST
SCHOOL GOAL #1:
Increase student achievement in English Language Arts and Math for all students K-6, using California Standards and materials. Increase percentage of 5th grade students scoring at Met or Exceeded Standards on Science CAST by 5% using California Standards and materials. Increase percentage of 5th grade students meeting five or six criteria on the Physical Fitness Test from 53% to 60%. Increase English language proficiency by one CELDT or ELPAC level for ELL students K-6. Reclassify 18% of our English Learners (the Federal Standard). Provide instruction for all students K-6 in the Visual and Performing Arts standards. Increase student access and use of technology K- 6 according to their grade level standards. Provide instruction in Social Studies based on the California State Standards for all students K-6. Provide differentiated instruction for students with IEPs or designated GATE students to meet their individual needs.
Data Used to Form this Goal:
Smarter Balanced/CAASPP Assessment - ELA and Math - 3rd - 6th grades CAST Science - 5th grade Physical Fitness Test - 5th grade IAB data - 3rd - 6th grades Common Assessment Data - Math, ELA Benchmark Data - District Writing Benchmark CELDT Data ADEPT Data ELPAC data School Site Council Parent Survey

Findings from the Analysis of this Data:

2016-17 data from Smarter Balanced Assessments in English Language Arts and Math set baseline data to be used for our goals for 2017-18. In grades 3 through 6 we will move 5% more students to achieve at Meets or Exceeds Standards on the Smarter Balanced Assessment. Data indicate that for all students who took the test 44% Met or Exceeded Standards in ELA and 37% Met or Exceeded Standards in Math. Fifth grade students scoring Met or Exceeds Standard will increase in 2017. 53% of Rio Vista fifth grade students met five or six criteria on the Physical Fitness Test in 2017. Emphasis will be on increasing upper body strength and flexibility as they are areas in need of improvement as well as body composition. In 2018 we will increase five or six areas met to 60%. Rio Vista reclassified 40 English Learners in 2016-17. We will work to increase the percent to the federal standard of 18%. Students will receive instruction in the VAPA standards supplemented with PTA monies to provide assemblies, workshops and lessons from Arts TOSAs aligned to the state standards by grade level in conjunction with the Performing Arts Center artists program. Students in all grade levels will learn typing skills using Typing Club according to the grade level expectations of the technology standards and participate in the Accelerated Reader program to develop better fluency and comprehension (1st-6th). Students will continue to receive Social Studies instruction according to their grade level California Standards. Accommodations and modifications will continue for students with IEPs as well as identified GATE students.

How the School will Evaluate the Progress of this Goal:

Data from school, district, and state assessments will be analyzed to determine a baseline goal and or monitor progress towards CAST, CAASPP, PFT, and ELD goals. Standards aligned assessments will be analyzed. Data from Standards-Based Units of Study, Common Assessments and IABs will be delivered and student results analyzed for determining next steps. Classroom observations by the administrator will also be conducted.

Analysis of Ongoing Progress

ADEPT was administered in Spring of 2017 and Winter of 2017. CELDT was administered between Aug. and Oct. 2017 for initial assessments. ELPAC will be used in 2018. Reclassification meetings will be held in January and February of 2018. Learning walks will be held between September 2017 and February 2018. All grade levels participate in Instructional Rounds one time in 2017-18. Full day subs provided.

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Language Arts (ELA) and Math: Collaborate with grade level colleagues to write and analyze Common Assessments, layered activities, and performance tasks for ELA and Math Contract consultants to work with teachers to plan and observe lessons, increase rigor and increase meaningful questioning and feedback for students aligned with CCCS in the area of Math Purchase supplemental technology to monitor and support student learning and achievement	All students K-6 All students K-6 All students K-6 All students K-6 All students K-6	Teachers, Administrator Administrator Administrator Administrator	Substitute time for grade level collaboration (2 full days for 24 teachers) Consultants contract for 14 full days with teachers Technology purchase - adapters and Moby Max Supplemental programs purchase -ie.. Story Works, Time for Kids, Starfall, Mystery Science	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected Title I Part A: Basic Grants Low-Income and Neglected LCFF - Supplemental LCFF - Supplemental	12000 26000 2000 10000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase supplemental materials to support instruction (Time for Kids - informational texts) Moby Max	Students in need of intervention and/or enrichment	Administrator, Teachers	Instructional Assistant salaries for school day student intervention	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	56000
Professional development for administrator and teachers to align growth mindset and PLCs/Impact teams with goals for increasing student achievement (especially in the area of Math)	K-6 students students achieving below grade level	Teachers, Administrators	Consultant contract for 6 PDs for admin and teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	4000
Purchase supplemental intervention materials/programs that are aligned to CCCS	Students K-6 in need of intervention	Teachers, Administrator	Summer School - Staff, materials and professional development (Admin intern, teachers and instructional assistants	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	26753
Identify students needing intervention and/or enrichment opportunities (grade level assessments, common assessments, informal assessments)	Exiting K-exiting 5 students achieving below grade level	Administrator, Teachers, Instructional Assistants	Substitute release time and extra duty extra pay for K-6 teachers to collaborate on common core standards for Math and ELA	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6000
Identify students to receive intervention class support based on eligibility criteria (RtI, Summer School)			Substitute release time for Student Success Team Meetings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6000
Schedule Instructional Assistants to provide classroom intervention support RtI	All K-6 students	Teachers	Subs for learning walks and instructional rounds	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6000
Provide summer school opportunities for students achieving below grade level: *hire staff *train staff *purchase materials	All K-6 students	Teachers				
All K-6 teachers will analyze data at the beginning of the year assessments to establish their	All K-6 students	Administrator, Teachers				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instructional program.						
All K-6 teachers will align their instruction to the ELA and Math CCCS.	All K-6 students	Teachers. Administrator				
The administrator and leadership team will establish both the computer and library schedules for access for all K-6 students at the beginning of the year.	All K- 6 students All K- 6 students	Teachers, Administrator				
Develop California Standards aligned lessons, Standards Based Units of Study, and Layered Activities.	All K-6 students All K- 6 students	Administrator, Teachers Teachers, Administrator				
Continue to implement incentive program to encourage academic achievement in Reading - Recognition at Awards Assemblies.	All K-6 students	Administrator, Teachers				
Collaborate with grade level and cross school colleagues (release time and additional planning time) prior to and throughout the school year.	K-6 students depending on field trip	Administrator, Teachers				
Participate in Learning Walks and Instructional Rounds.	5th-6th students as needed					
Implement incentive program to encourage academic achievement.		Arts TOSAS				
Align staff development to support implementation of CCCS.						
Provide Arts Enrichment to support implementation of CCCS. Provide a choral program for 4-6 graders		Teachers, PTA Teachers, Administrator				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Field trips/assemblies Math Intervention program for students in need of reteaching (5th and 6th grade students) provided by a certificated teacher volunteer two days a week 30 minutes per grade level Awards and restaurant certificates for student incentives - no cost (Awards Assemblies, Spirit Assemblies)						
English Language Development (ELD): Implement Systematic English Language Development (SELD) program for at lease 30 minutes per day (designated time) Collaborate with grade level and cross grade level colleagues to plan SELD lessons and analyze assessments. Prior to and throughout the school year. Schedule instructional assistants and intervention specialist to support English Language Development and Newcomers Schedule substitute/release time for teachers to administer ADEPT testing	K-6 ELD students K-6 ELD students K-6 ELD students K-6 ELD students K-6 ELD students	Teachers Teachers Administrator, Teachers Administrator,	Teachers will use Systematic ELD Kits and Units, Discussion Cards Substitutes and hourly extra Materials and supplies	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Site Formula Funds Site Formula Funds	10000 5000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule substitute/release time for teachers to administer CELDT/ELPAC testing Provide ELD students the opportunity to attend ELD summer school. Participate in Learning Walks and Instructional Rounds to support the implementation of ELD. Release time to plan Systematic ELD lessons, and bridging academic vocabulary (SBUS) to core curriculum. Work with consultant(s) ELD Coaches(s) and TOSA and align staff development to support implementation of Systematic ELD and Constructing Meaning. (Discussion cards and posters) Purchase materials to support English Language Development.	Exiting K-exiting 5 ELD students K- 6 ELD students K-6 ELD students K-6 ELD students K-6 ELD students	Teachers Administrator, Teachers Administrator, Teachers Teachers, Administrator Administrator, Teachers Administrator, Teachers Administrator				
Science: All K-5 teachers will teach science according to NGSS standards in	K-5 students	Teachers,	Substitutes and extra hourly	1000-1999: Certificated Personnel Salaries	Site Formula Funds	10000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
appropriate themes and blocks to ensure student success for the grade 5 CAST science test.		Administrator	Materials and supplies	4000-4999: Books And Supplies	Site Formula Funds	5000
			Purchase Mystery Science	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	750
All grade 6 teachers will teach appropriate NGSS standards to ensure student success for the grade 8 CAST science test.	Grade 6 students	Teachers, Administrator	Substitutes and extra hourly	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3136
Provide time for grade level collaboration to develop lessons and analyze science assessments	K-6 students	Teachers, Administrator				
Purchase supplemental materials and technology to monitor and support student learning and achievement (hardware and software) and materials for hands-on science experiments.	K-6 students	Administrator, Teachers				
Some Field Trips/Assemblies align with science standards (5th grade Science Museum trip, Kindergarten Underwood Farm trip, grade 6 - Camp Cimi).	K-6 students depending on grade level and trip	Teachers, PTA, Administrator				
Provide planning time to align and integrate curriculum with Next Generation Science Standards.	K-6 students	Teachers, Administrator				
Align staff development to support implementation of Next Generation Science Standards. Allow for teachers to attend NGSS professional development						
Teachers present to staff at Staff Meetings and CIP days.						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Physical Education: All K-6 teachers will provide 200 minutes of PE every 10 school days for all students. PEP representative or TOSA and teachers will inventory PE equipment at the beginning of each year. Provide planning time to create benchmarks with PE TOSA as needed Purchase materials as needed to replace damaged materials Provide time for teachers to create PE activity units with PE TOSA as needed Grade 5 teachers will work to prepare students for and conduct mandatory grade 5 Physical Fitness test for all grade 5 students. Grade 5 teachers and administrator will review test data and evaluate the program each fall to revamp as needed the PE program to align with students' needs for success. District and administrator will provide opportunities for professional development as needed for teachers	K-6 students K-6 students K-6 students K-6 students Grade 5 students Grade 5 students K-6 students 1st-6th students	Teachers, administrator, TOSA Teachers Administrator, teachers Administrator, teachers, TOSA Administrator Grade 5 teachers Grade 5 teachers District, administrator Administrator, PTA,	Substitutes and hourly extra duty Materials and supplies Incentives	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Site Formula Funds LCFF - Supplemental	1000 500

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
K-6. Collaborate with PTA to begin implementation of Rio Vista on the Run to prepare for PFT. Provide planning time to create lessons as needed. Implement incentive program to promote physical fitness. Provide Arts Enrichment to support physical fitness. (Dance this year for 4th - 6th grade students)	K-6 students K-6 students 4-6 students	teachers Administrator, teachers Administrator, PTA PTA, Administrator				
Visual and Performing Arts: Collaborate with the Performing Arts Center (PAC) liaison and PTA representatives to establish specific grade level music and dance activities for students. Teachers will create layered activities and incorporate the VAPA standards wherever possible, as part of their instruction. Administrator will purchase materials that support the VAPA standards. Administrator and PTA liaison will schedule assemblies that support the VAPA standards integration. Teachers have the opportunity to apply for the Kennedy Arts Center program for arts integration within	All K- 6 students	Administrator, Teachers PAC personnel Visual Arts Consultant Arts TOSAs	Substitutes and hourly extra PAC contract	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Site Formula Funds Site Formula Funds	2000 6500

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
their instruction. Students will have opportunities to participate in the PTA Reflections contest and the District -sponsored Festival of the Arts program. Field Trips/Assemblies						
Technology: Teachers will instruct and allow students to practice typing skills appropriate to their respective grade level in the computer labs, the classroom, and at home. Teachers will provide opportunities for students to participate in the AR program within the library and in the classroom. The Library Media Specialist will inform the administrator of student progress with acquisition of typing skills and AR progress. Typing Club and AR will be used by all students as appropriate.	All K-6 students	Administrator, Teachers Library Media Specialist				
Social Studies: Teachers will provide instruction to students according to the appropriate CA Social Studies standards.	All K-6 students	Administrator, Teachers	Materials and supplies	4000-4999: Books And Supplies	Site Formula Funds	700

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administrator will provide funds for materials that support the Social Studies standards. Field trips/Assemblies						
Differentiated Instruction for students with IEPs and/or GATE identification: GATE: All grade 3-6 teachers will use the GATE Depth and Complexity and Content Imperative icons to differentiate instruction. All students in grade 3 will be evaluated for GATE qualification in the spring of 2018 Administrator will purchase materials as necessary to support students identified as GATE. SSTs: SSTswill be held to determine individual student needs up to and including 504 plans and recommendation for assessment for SpEd support (Speech, RSP, OT, APE) Special Education: SpEd teachers and administrator will	Identified K-6 students	Teachers, Administrator SpEd team	Substitutes and hourly extra GATE testing and SSTs Materials and supplies	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Site Formula Funds	1173 1000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
meet at the beginning of each year and ongoing to schedule IEPs and discuss meeting the needs of our students with IEPs. Sp Ed teachers will review student IEP goals with assigned classroom teachers. SpEd and classroom teachers will collaborate on schedules to work with students with IEPs. Administrator will purchase materials that support the needs of students with IEPs.						

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student and Parent Engagement
LEA GOAL:
Increase meaningful and purposeful student and parent engagement. Parent Involvement/Engagement Pupil Engagement Student Attendance
SCHOOL GOAL #2:
Increase student attendance Decrease student truancy rate Increase meaningful communication with parents and all stakeholders Continue to seek parent input in decision making Promote greater participation from parents of students in EL, Special Education and other under-represented groups
Data Used to Form this Goal:
Data from student surveys Data from teacher/staff surveys Student attendance data School Site Council Survey data Attendance records from parent meetings (Title I, ELAC, Site Council, GATE, PTA, VIP Day, Conferences) Volunteer sign-in sheets Electronic accounting of emails, website, etc... PBIS / SWIS data regarding student interaction and discipline Attendance from sign in sheets from PIQE, Parent Homework Academy, Fourth Grade Family Math Night

Findings from the Analysis of this Data:

According to the annual School Site Council survey, parents are happy with the school, yet we have experienced decreased parent attendance at school meetings (PTA, ELAC, Title I) Attendance at VIP/Grandparent's Day, has increased. Based on PTA and school sign-in logs, there are a steady number of volunteers within the classrooms and on some PTA committees, though it is becoming more difficult to find volunteers to chair events. Approximately 38% of the stakeholders read the electronic Rio Vista Rocket Newsletter. Attendance records indicate that Rio Vista has a number of students who consistently arrive at school tardy and/or who have unexcused absences. Our Truancy Rate is 30%. When students are at school they appear to be happy. The majority of students are behaved at school based upon the number of referrals to the office for disciplinary issues. We do have several students who are repeat visitors for some issues. We did not have any suspensions in 2016-17 .Data from student surveys as to feelings of connectedness and safety range from 92% to 97% by grade levels,this provides additional affirmation to confirm student perceptions. We have started a slow roll out of the Positive Behavioral Interventions and Supports (PBIS) with staff and students and anticipate full implementation in the next two school years. Our PBIS video was shown to staff and students the first week of school to establish our school expectations. Parents and VIPs watched the video and a presentation by the administrator and PBIS coordinator about positive behavior at home that can support our behavioral expectations at school. Handouts in English and Spanish were provided.

How the School will Evaluate the Progress of this Goal:

Data from parents, students and teachers/staff and records of electronic communication will provide affirmation. Classroom and playground observations by staff will also provide information. Attendance records from parent meetings are also used.

Analysis of Ongoing Progress

Weekly Rio Vista Rocket Newsletter with school information is used to help make a home school connection. It is sent home electronically to families. Library open a minimum of 1.0 hour each week for parents to check out books and use the computers to research information for and with students (on Wednesday and Thursday afternoons. (Library Media Specialist salary paid by Title I parent involvement funds for family library hour on Wednesday afternoons). Monthly letters are sent to parents of students with excessive tardies and unexcused absences. Monthly meetings at school (SART) and (DART) are held as needed for parents of students with excessive tardies and unexcused absences that are considered truant. SARB meetings are held at the District level for students with excessive absences.

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Engagement:	3rd-6th students	Administrator, Teachers	Awards and Incentives	4000-4999: Books And Supplies	LCFF - Supplemental	500
Students will complete a survey about their connectedness and sense of safety at school.	All K-6 students	Administrator, teachers	Banners of PBIS matrix and expectations	4000-4999: Books And Supplies	LCFF - Supplemental	2000
Teachers will instruct students in conflict resolution strategies, using the Character Counts Caring Schools program materials and class meetings.	All K-6 students	Teachers				
	All K-6 students					
Teachers will cooperate across the grade levels to create Buddy Activities for their respective students.	All K-6 students	Teachers				
		Teacher, 5th and 6th grade leaders				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The student-led Peace Patrol will train and provide peer counselors to assist the campus supervisors as mediators for conflict resolution, using Peace Patrol materials.	All K-6 students	Teacher, 5th and 6th grade leaders				
Fifth and sixth grade students will have the opportunity to act as Playground Activity Leaders (PALs) for the K-4 students at recess with basketball and handball. They will instruct and enforce the school rules for these games.	All K-6 students	Teachers and 3rd through 6th grade students				
Students in grades 3-6 will follow the democratic election process through participation in Student Leadership elections.	All K-6 students	Administrator, teachers				
Students and staff will participate in spirit assemblies to foster a sense of community and connectedness.	All K-6 students	Administrator, teachers				
Students and staff will participate in National Kindness Week to promote kindness for others.	All K-6 students	Administrator, teachers				
PBIS will be implemented in a roll-out format with the addition of classroom implementation expected for 2017-18 school year. Full implementation is expected in 2018-19.	All K-6 students	Administrator, PBIS Coach, Campus Supervisors				
PBIS tickets given by Campus Supervisors at lunch for students/classes behaving appropriately in lines, at tables and on the playground.	All K-6 students	Office Staff, Administrator				

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students earning a ticket for purposeful acts of kindness (this year for building their brains) will have the opportunity to have their name drawn in a weekly opportunity (Wednesday Winners) for a treat from the principal (donations from Disney).	All K-6 students	Administrator				
Students who are caught in the act of demonstrating the Traits of Character will have their names added to a bulletin board outside the principal's office for recognition.	All K-6 students	Administrator, teachers, Read with Me volunteers				
Continue to work with the community Read with Me program to have volunteers work with our needy readers	K-6 students in need	Administrator, church staff				
Continue to work with our neighborhood churches to support our school needs as far as supplies and family fun activities	All K-6 students	Administrator, PTA				
Continue to elicit donations from community businesses to support our programs at school (Stunts Unlimited, Walt Disney Animation provide incentives)		Teacher prep teachers, Administrator, District Human Resources Office personnel				
Continue to work with local teacher prep programs (COC, CSUN and ULV) to support our students in need of increased intervention support (RtI)						
All staff and students will demonstrate an understanding of the PBIS expectations at our site. All staff will support the expectations in their classrooms and around the campus.						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Engagement: Parents will receive newsletters and important information weekly. (Electronic and paper copies) Parents will receive letters monthly regarding unexcused absences and tardiness and will have to observe the follow-up requirements, based upon the letter. Parents and the administrator will meet to discuss excessive tardies and absences at SART, DART and SARB meetings. Rio Vista Site Council will survey families for input and satisfaction with the school and school programs. Administrator will provide interpretation and/or translation at meetings as needed for parents. Administrator will create a calendar of events including PTA events for parents and staff. Administrator and teachers will schedule outreach events for all stakeholders (VIP/Grandparent Day, Volunteer Tea, Career Day, Eco Day) Teachers will utilize websites, newsletters, email, family nights and conferences to keep parents	All K-6 students	Administrator, Teachers District Translator PIQE consultant for working with parents to increase parent involvement Out of the Box consultants Art materials Campus Supervisors Library Media Specialist	Art consultant	5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	2300
			art supplies, materials for Family Literacy	4000-4999: Books And Supplies	Site Formula Funds	2500
			Campus supervisors for child care, supervision	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	500
			Assist parents with library books and technology on Wednesdays	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	2000
			PIQE program for parent education	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	6000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
informed as to student achievement, progress and behavior. Provide translation for home school communication. Schedule and conduct parent meetings (Title I, ELAC, GATE, School Site Council, PTA, etc..) Solicit input regarding the Single Plan for Student Achievement (SPSA) and school programs at parent meetings (Title I, ELAC, GATE, School Site Council, PTA, etc..) Provide childcare for meetings (as necessary) Provide parent education classes (Family Literacy, Adult ESL, parent involvement workshops, PIQE followup) Out of the Box Art program will be contracted to offer afterschool arts classes for students while parents are in attendance at Family Literacy sessions and parent involvement workshops School office has computers available to help parents complete online information and forms Provide instructional resources for parent/families (open library times and family library hour). PIQE program for parent involvement will be implemented again this year						

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
in a format that supports year 2 for parents						
Student Attendance: Daily attendance will be recorded in the Student Information System (SIS) program. Decrease truancy from 30% to 20%. Decrease chronic absenteeism from 6.6% to 4.0%. Administrator will work with the school office manager to prepare letters, send letters and schedule appointments for parent meeting for students with excessive tardies and/or unexcused absences. Administrator will hold monthly SART and DART meetings with parents as needed. Administrator will attend SARB meetings with parents of truant students as needed. Administrator and staff representative will investigate an attendance incentive program. Administrator will purchase materials to increase student attendance as	All K-6 students with attendance concerns All K-6 students with attendance concerns All K-6 students with attendance concerns All K-6 students with attendance concerns All K-6 students with attendance concerns All K-6 students All K-6 students	Teachers, Office Staff Administrator Administrator, Office Manager	Awards and incentives Certificates at the end of the year	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Supplemental LCFF - Supplemental	1000 1000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
needed. Excellent attendance recognition at promotion ceremony for grade 6 students. (K-5 students are recognized at a mega-awards assembly at the end of the year) Provide Tuesday notice reminders about attendance. Provide parent education on the importance of attendance at parent meetings (Title I, ELAC, Site Council, PTA, GATE, etc..)	All K-6 students All K-6 students All K-6 students					

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CAASPP targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
Maintain a safe and clean school learning environment.
SCHOOL GOAL #3:
Increase students' sense of safety and school connectedness. Implement programs to encourage sense of safety and connectedness for students, parents and staff. Maintain a suspension rate below 1%
Data Used to Form this Goal:
School Site Council Survey data Student survey data Staff survey data Discussions with parents and input solicited at parent meetings (Title I, ELAC, Site Council, GATE, PTA, etc..) Suspension data PBIS staff and student data
Findings from the Analysis of this Data:
In general, families feel our school environment is safe and conducive to learning. Staff has noticed a need to increase/encourage student engagement to support learning. The use of PBIS and Class Dojo are miking the school parent connection stronger as parents can see at a glance how their student is doing. We have parents attend school meetings, but our numbers are not growing.
How the School will Evaluate the Progress of this Goal:
Attendance records from parent meetings. Survey data. Suspension data. School Site Council data.
Analysis of Ongoing Progress
Environmental Awareness and Character assembly (PTA funded) Caring Schools Community and Character Counts class meetings. Buddy classes. PBIS rocket tickets are given to students "caught doing good" at recesses, lunches and in class for Wednesday Winner drawings..

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule and conduct parent meetings (Title I, GATE, School Site Council, ELAC, etc.) Provide oral interpretation as needed for parent meetings. Provide childcare for meetings (as necessary) Conduct Site Council survey of parents in spring. Conduct student survey in fall and spring (PBIS and District). Conduct staff survey in spring. Explore adding to our school-wide character/ self-esteem program. (We Are statements and School Pledge.) Provide Spirit Assemblies monthly that promote character building, PBIS and anti-bullying messages. Provide counseling services to support school engagement and student achievement. (Two days funded by District LCAP and two days funded by Title I) Recognize student achievement with incentives (from local businesses) at Spirit and Awards Assemblies. Recognize staff at staff meetings and CIP meetings. (Golden Sharpies) Plan and purchase materials for	All K-6 students	Administrator and Teachers School Counselor District translator Campus Supervisors PTA parent assistance at lunches to tally running	School based Counseling	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	43000
			Books and Materials	4000-4999: Books And Supplies	Site Formula Funds	2452
			supervision at night events and meetings	2000-2999: Classified Personnel Salaries	Site Formula Funds	1000
			Awards and Incentives-restaurant coupons			
			Sharpies - gold	4000-4999: Books And Supplies	LCFF - Supplemental	150
			Caring School Community/ Character Counts	4000-4999: Books And Supplies	LCFF - Supplemental	500
			Running incentives, certificates	4000-4999: Books And Supplies	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Students to be Served	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Cross-grade level Buddy activities. Encourage participation in Rio Vista on the Run (proposed running club at lunch) to promote wellness. Would like to start in 2018 if we can find a few parent volunteers to help staff at lunches or recesses.						

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF - Supplemental	39786	0.00
Site Formula Funds	49452	0.00
Title I Part A: Basic Grants Low-Income	177003	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
	1,173.00
LCFF - Supplemental	39,786.00
Site Formula Funds	49,452.00
Title I Part A: Basic Grants Low-Income and Neglected	177,003.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	127,062.00
2000-2999: Classified Personnel Salaries	59,500.00
4000-4999: Books And Supplies	34,052.00
5000-5999: Services And Other Operating Expenditures	8,500.00
5800: Professional/Consulting Services And Operating	38,300.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries		1,173.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	21,136.00
4000-4999: Books And Supplies	LCFF - Supplemental	16,650.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	23,000.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	1,000.00
4000-4999: Books And Supplies	Site Formula Funds	16,652.00
5000-5999: Services And Other Operating	Site Formula Funds	6,500.00
5800: Professional/Consulting Services And	Site Formula Funds	2,300.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	81,753.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	58,500.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	750.00
5800: Professional/Consulting Services And	Title I Part A: Basic Grants Low-Income and	36,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	201,512.00
Goal 2	17,800.00
Goal 3	48,102.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gina Nolte	X				
Ruth Smith			X		
Theresa Eichman		X			
Christy Lewis		X			
Krista Maynard		X			
Brenda Gonzalez				X	
Rebecca Short				X	
Mori Saifi				X	
Laura Zaldana				X	
Santa Rivera				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
X	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on October 25, 2017.

Attested:

Gina Nolte		
Typed Name of School Principal	Signature of School Principal	Date
Krista Maynard		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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Attested:

Gina Nolte		10/25/17
Typed Name of School Principal	Signature of School Principal	Date
Krista Maynard	K. Maynard	10/25/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date