

School Year:

2020-21

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	West Riverside Elementary
Address	3972 Riverview Dr. Jurupa Valley, CA 92509-6611
County-District-School (CDS) Code	33 67090 6032247
Principal	Marcy Hale
District Name	Jurupa Unified School District
SPSA Revision Date	May 14, 2020
Schoolsite Council (SSC) Approval Date	May 14, 2020
Local Board Approval Date	June 22, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision Statement

West Riverside students are intrinsically motivated, independent learners. Rigorous academic standards including Common Core standards-based curriculum are aligned with best practice instruction, teaching methods, materials and assessments. Professional development and 21st century digital resource access ensure student success with cognitive skills. Detailed, data-driven focus determines and drives program effectiveness, school safety, and learning opportunities. West Riverside provides a supportive, exemplary learning environment where all students take personal responsibility in their daily efforts. A collaborative partnership among teachers, parents, students, and the community is the cornerstone to West Riverside's determination that ALL students will have a safe, orderly and inviting learning environment and will be engaged in college and career readiness preparation in the pursuit of lifelong learning and future achievement.

Mission Statement

We, the West Riverside Elementary School Team, consisting of students, parents, teachers, administrators and the community, are committed to providing challenging academics driven by current research and best instructional practices within a positive safe learning environment. Each student will achieve his/her maximum potential through a policy of high expectations where esteem and respect are nurtured and supported by structured and consistent schoolwide programs. By fostering a growth mindset in every child, West Riverside empowers each child to unlock their potential and succeed in school, in career, and in life.

School Profile

Describe The students and community and how school serves them.

The Story

West Riverside Elementary School is located at 3972 Riverview Drive, Jurupa Valley, California. The area is composed of middle and low income housing and apartments in a suburban area. West Riverside is one of seventeen elementary schools in the Jurupa Unified School District. The Jurupa Unified School District serves approximately 20,500 students in grades kindergarten through twelve. Established in 1963, our school district includes 15 elementary schools, TK-8 Music Academy, K-8 STEM school, 3 middle schools, 3 comprehensive high schools, a continuation high school and an adult school. Spanning 44 square miles in western Riverside County, Jurupa Unified School District is committed to academic excellence focus on Learning without Limits. There is a district wide focus on fostering a growth mindset in every child to empower each child to unlock their potential and succeed in career, in school, and in life.

The first school in the Jurupa area was built in 1856 on the site now occupied by West Riverside Elementary. The current buildings were erected in 1949. The building currently housing the administration office, nurses office and teachers' lounge was built in 1990. West Riverside is currently undergoing an extensive renovation thanks to recently passed school bond measures. This renovation will include rebuilding the historic building (once used as the Jurupa School one room school house), a new administration building, new library/media center, ten new classrooms replacing 10 portable classrooms and new playground with blacktop, equipment, track and field. The proposed time of construction is set to be completed Fall 2020. West Riverside has an enrollment of approximately 600 students in transitional kindergarten through sixth grade. The student population is a diverse population 96% Hispanic; 2% White 2% Other. 94.4% percent of our students are socioeconomically disadvantaged. 55.6% of our students are English language learners. West Riverside continues to experience an large

population of English language learners. To address the needs of these students, the District has placed an emphasis on having teachers fully qualified to teach ELD and SDAIE at West Riverside. Every teacher at West Riverside possesses CLAD, BCLAD or comparable authorization.

One Title I Preschool and one full day Headstart classes are located on the West Riverside campus. Up to twenty-four students attend each session. Each class is staffed with a teacher and an aide. Numerous volunteers assist in these classrooms. Preschool and Headstart emphasize both developmental skills and pre-kindergarten academic readiness skills as part of their curriculum. There are joint activities between Headstart/Pre-school and TK/Kindergarten students to become familiar with the classrooms, office, cafeteria and campus procedures.

School Description/Details

West Riverside is an AVID elementary school with a strong focus on college readiness and 21st century learning.

A strong emphasis on early literacy and foundational skills ensure that all students are reading at grade level by the end of 3rd grade. Purposeful and strategic Intervention are in place for students to receive appropriate interventions in grades K-6. Data from the DIBELS and Istation, UOS Performance Tasks, and grade level assessments allow teachers to effectively provide differentiated instruction based on individual needs. Teachers are provided staff development to review early reading strategies. Intervention teachers and support staff work with identified students on a daily basis.

The district's Digital Technology Gateway plan providing all Kindergarten-6th grade students a Chromebook device is successfully in place. Devices are part of daily instruction and are checked-out to individual students for in-school and at-home use. Chromebooks are an integral part of daily instruction and curriculum and support the JUSD Units of study. Staff attend professional development opportunities to implement effective instructional programs and researched based best instructional practices. Parents are provided technology information and learning opportunities classes throughout the year. West Riverside is a "Common Sense Certified School" dedicated to teaching digital citizenship to all students and engaging parents using Common Sense Education materials. There is a strong campus focus to keep all students safe on the internet by implementing school-wide lessons on digital literacy and becoming responsible digital citizens.

As a school, we are implementing the JUSD Units of Study. These teacher created units specifically cover the California standards for ELA and Mathematics for each grade level. Daily English Language Development (ELD) continues to be a key area of focus on our campus. Every classroom provides integrated and designated ELD using the ELD standards. Teachers use the ELA textbook (McGraw Hill – Wonders) to support the Units of Study. The Units continue to serve as our curriculum however, teachers are given the freedom to use appropriate resources at their discretion.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Based on a review of performance on the state indicators and progress toward SPSA goals, local self-assessment tools and stakeholder input, West Riverside will plan to maintain or build upon that following key features:

- 1.) Guided Reading/Literacy intervention focus expansion K - 6th grades (DIBLES/Istation)
- 2.) Integrated and Designated ELD resources and implementation of best instructional practices grades TK-6th.
- 3.) Common Core curriculum including; JUSD UOS: ELA, MATH & NGSS
- 4.) Continued focus and implementation on Elementary AVID strategies and implementation and positive behavior strategies implementation with Growth Mindset

- 5.) Expansion of Impact Team training and effective practices using protocols and formative assessment to drive instructional practice in the classroom
- 6.) Continued training and implementation of effective use of Technology with students, staff and parents
- 7.) Increase parent involvement and school connectedness increase and promote student engagement and achievement.
- 8.) Support Distance Learning with Technology, training and resources as needed.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

ELA/MATH ACADEMIC INDICATOR: All students in ELA indicator performed at the "Yellow" medium average with an increase of 10.7 distance from standard points to increase to 43.5 points below standard. The math indicator increased by 7.2 points for distance from standard of 55.3 points below standard. Both indicators were greatest needs last year and moved to greatest progress. Even though Students with Disabilities is in the "orange" low level in ELA they increased by 26.1 points with greatest increase of student groups, with English Learners increasing by 11 points, Hispanic by 10.5 points, and Socioeconomically Disadvantaged 10.2 points in the "yellow" medium performance level. The math data reflected similar results with Students with Disabilities increasing 16.8 points, English Learners 8.7 points, Hispanic 7.6 points, and Socioeconomically Disadvantaged by 7.5 points with all in "yellow" medium performance level.

SUSPENSION RATE: Suspension rate continues to be in the "Blue" very high performance level with 3% suspended at least once maintaining a blue status rate for all student groups multiple years with English Learners in "green" high performance level with slight increase of .3% to a .5%.

ENGLISH LEARNERS: West Riverside continues to have progress of English Language Learners. With new reporting for English Learner Progress, we have 45% making progress towards English language proficiency indicating a medium progress level. New dashboard data will include a color for progress but currently unavailable.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

CHRONIC ABSENTEEISM: West Riverside dashboard color for Chronic Absenteeism is orange. All four groups, English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities increased respectively by 1.3-1.6% growth in the area of Chronic Absenteeism with the exception of Students with Disabilities who increased 6.4%. According to dashboard data, 11.8% of students are chronically absent. Continued efforts towards attendance awareness and awards will be in place during 2020-21 including; SNACK ATTACK , perfect attendance each trimester barbeques, classroom

incentives and monthly Dragon Attendance Award. Administration will continue holding regular SART meetings with parents to address individual issues and concerns regarding attendance and provides interventions and supports as needed.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

There are currently no student groups performing more than one level difference in all performance indicators.

Purpose and Description

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

Schoolwide Program

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

The SPSA for West Riverside aligns with the LCAP goals of College and Career Readiness; Safe, Orderly, and Inviting Learning Environments; and Student and Community Engagement.

This schoolwide program includes:

- 1.) Guided Reading/Literacy intervention focus expansion K - 6th grades (DIBLES/Istation)
- 2.) Integrated and Designated ELD resources and implementation of best instructional practices grades TK-6th.
- 3.) Common Core curriculum including; JUSD UOS: ELA, MATH & NGSS
- 4.) Continued focus and implementation on Elementary AVID strategies and implementation and positive behavior strategies implementation with Growth Mindset
- 5.) Expansion of Impact Team training and effective practices using protocols and formative assessment to drive instructional practice in the classroom
- 6.) Continued training and implementation of effective use of Technology with students, staff and parents
- 7.) Increase parent involvement and school connectedness increase and promote student engagement and achievement.
- 8.) Distance learning and safety will be addressed through all three goals.

West Riverside is effectively providing schoolwide services for all students. As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices

and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

West Riverside is very inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement. Parent groups meet regularly and input is collected/sought regarding school programs both within meetings and surveys issued: ELAC, SSC, PTA, Leadership Team, Parent Nights, LCAP surveys, School Climate Survey, California Healthy Kids Surveys, CCR survey, etc.

Resource Inequities

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

Due to the increase in STRS/PERS more funding is allocated for personnel and impacts what is available for student programs/resources. As site budgets are cut, supplementary supports in the way of technology resources and funding for staff hourly to support after school programs including ELO/Parent Nights are limited or non-existent. Teachers are participating in extensive fundraising to continue programs/supports/materials that were once funded with site budgets. If there were sufficient funding West Riverside would further college and career readiness and connections, provide field trips for grade level visits to local colleges, extend collaboration and planning opportunities for teachers centered around IMPACT Team implementation, Integrated/Designated ELD professional development, and teacher compensation for after school programs for students to attend including sports, arts, homework support, ELA/Math enrichment. With increased cuts at state level, maintaining intervention and safety focus will be important. Allowances for costs of distance learning support, resources and training need to be considered.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	1.10%	1.03%	1.55%	8	7	10
Asian	0.27%	%	0.15%	2		1
Filipino	0.14%	0.15%	0%	1	1	0
Hispanic/Latino	95.06%	96.03%	95.36%	693	653	617
Pacific Islander	0.14%	%	0%	1		0
White	2.61%	2.35%	1.55%	19	16	10
Multiple/No Response	0.41%	0.15%	0.15%	3	1	8
	Total Enrollment			729	680	647

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	93	84	86
Grade 1	102	78	72
Grade 2	107	104	80
Grade3	113	102	102
Grade 4	103	109	104
Grade 5	102	97	101
Grade 6	109	106	102
Total Enrollment	729	680	647

Conclusions based on this data:

1. West Riverside has declining enrollment over most recent years and is projected to have more decline in 2020-2021 with a projected enrollment of 607 students. The site will continue to monitor attendance data and chronic absenteeism while offering student incentive programs for attendance. SARTs will be continued to provide interventions and supports to families. We will furthermore use our website and social media resources to share with families the many wonderful opportunities available to students attending West Riverside as well as continue parent/family activities to reach out to our community and strengthen the home/school partnership.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Blue

Conclusions based on this data:

1. Our suspension rate continues to be in the blue performance level due to Positive Behavior Interventions in place. The area we will concentrate on addressing will be Chronic Absenteeism which is in the orange performance level.
2. We are making growth with our English Learners. We continue to move students into English proficient status.
3. We will continue to address all subgroups in ELA and math by addressing least restrictive, general ed opportunities, expanding co-teaching, providing Intervention support with Inclusion.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: P2

Identified Need from the Annual Evaluation and Needs Assessment:

In order to provide access to CCSS materials and effective implementation, a focus on aspects of digital/distance learning will be prioritized. As the world faces the challenges of dealing with COVID19, preparation to provide essential learning to students with a digital/distance learning component will be key.

Goals in ELA and Mathematics will continue to be addressed more closely. Teachers and support staff will continue provide first best teaching practices for all students in ELA and in Mathematics including Balanced Math, and Math FUN.to collaborate to refine practices. We will continue practices in micro-teaching activities and small group instruction in ELA and Math at the site level and possibly within district.

Goals in ELD will continue to be examined and refined to support our English Learners with first best instructional practices. Teachers and support staff will be looking at developing academic language structures and practices schoolwide.

This data indicates a need to continue a firm commitment to refine and deepen current practices regarding college and career readiness. Such practices include, expanding and refining Impact teams, AVID strategies and implementation, Primary Intervention for reading foundational practices, Guided reading small group support in upper grades, and Inclusive practices school wide.

Impact team expansion and refinement is to include the addition of new grade levels accompanied with professional development, grade level specific coaching, and an emphasis on Impact practices during grade level planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute training. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teachers, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The West Riverside site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

Interventions will continue to be implemented in grades Kindergarten through 6th. Additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center

on small group and guided reading implementation. Intervention teachers will continue to support Bilingual Language tutors thru the Guided Reading process and refine the support of Foundation Reading skills. the Intervention teachers will will continue to support teachers with Reading Running records and modeling lessons for Guided Reading. We will be researching alternative methods of supporting students who are struggling with mathematics.

Our SST Team will continue to meet to form plans of intervention strategies for struggling students, Our students who are struggling emotionally will be supported through a school counselor. Intervention teachers, school psychologist, and speech pathologist are part of this team and are essential when identifying additional support systems for given students. The PBIS coach provides support for those students who are in need of social skills awareness. Counseling is provided for students to participate in small group role-playing and group discussion on the needed social skill.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments (ELA)	CAASPP ELA Actual Progress, Fall 2019 School: -44.6 points below standard; Increased 9.7 SED: -46.0 points below standard; Increased 9.2 points EL: -56.6 points below standard; Increased 11.0 points SWD: -131.3 points below standard; Increased 26.0 points Hispanic: -47.0 points below standard; Increased 9.5 points	CAASPP ELA Actual Progress will not be available to review in Fall 2020. Testing for Spring 2020 cancelled due to COVID19 school closure. NO CURRENT DATA FOR 2020 DUE TO SCHOOL CLOSURE 3/16/20 - 5/29/20 Goals will be based and measured with the next administration of the CAASPP. Schoolwide increase of +3 points; Student Groups increase of +5 points
P4 Statewide Assessments (Math)	CAASPP Math Actual Progress, Fall 2019 School: -55.2 points below standard; Increased 7.2 points SED: -55.2 points below standard; Increased 7.5 points EL: -63.0 points below standard; Increased 8.7 points SWD: -133.7 points below standard; Increased 16.8 points Hispanic: -57.4 points below standard; Increased 7.6	CAASPP MATH Actual Progress will not be available to review in Fall 2020. Testing for Spring 2020 cancelled due to COVID19 school closure. NO CURRENT DATA FOR 2020 DUE TO SCHOOL CLOSURE 3/16/20 - 5/29/20 Goals will be based and measured with the next administraiton of the CAASPP. Schoolwide increase of +3 points; Student Groups increase of +5 points
P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)	English Learner Actual Progress 238 EL Students (Grades 3-6)	English Learner actual progress: DUE TO COVID 19 SCHOOL CLOSURE REPORTING OF SPRING 2020 ELPAC SCORES IS UNKNOWN

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Performance Level - Medium</p> <p>45% making progress towards English Language Proficiency</p> <p>23.5% ELs who Decreased at Least One ELPI Level</p> <p>31.5% ELs who Maintained ELPI Leves</p> <p>1,2L,2H,3L,3H</p> <p>2.9% ELs who Maintained ELPI Level 4</p> <p>42% ELs who Progressed at Least One ELPI Level</p>	<p>Schoolwide goal is to have EL students maintain or increase their ELPI level while decreasing the percentage of students decreasing in ELPI level. An overall goal is set for a 3 percent increase to those students maintaining an ELPI level of 4 or progressing at least one ELPI level.</p>
<p>P4 Statewide Assessments (English Learner Reclassification Rate)</p>	<p>TOTAL Enrollment - 656 (to date: 2.25.20)</p> <p>TOTAL English Learners - 295 = (to date 2.25.20)</p> <p>TK-3 = 173</p> <p>4-6=122</p> <p>RECLASSIFICATION OF STUDENTS 19-20 (February 2020)</p> <p>26 Students</p> <p>Reclassified Students 17-18 = 45 Students EXCEEDED GOAL by 25 students!</p> <p>Reclassified Students 18-19 = 80 Students EXCEEDED GOAL by 64 students!</p>	<p>Reclassified Students 17-18 = 45 students</p> <p>Reclassified Students 18-19 = 80 students</p> <p>Reclassified Students 19-20 = 20 students (This number of students is not yet finalized due to COVID 19 school closures. Some Reclassifications are not yet finalized.</p> <p>Reclassified Students 20-21= Goal is to increase the number of students reclassified annually. The method for reclassification in 20-21 is yet to be determined due to COVID19 school closures and unknown ELPAC testing results.</p> <p>Maintain or Increase CALPADS Census Data</p>
<p>P8 Other student outcomes-DIBELS</p>	<p>DIBELS- Final 2019.2020 scores will be reported in May</p> <p>Scores reported below currently reflect</p> <p>Benchmark 1 (August 26 - September 7, 2019)</p> <p>Benchmark 2 (January 27 - February 8, 2020)</p> <p>***KINDERGARTEN:</p> <p>Students made growth in all areas that were assessed at B1 & B2.</p> <p>FSF (First Sound Fluency- phonemic awareness)</p> <p>BENCHMARK 1 GOAL 10</p> <p>WR Score 12.7</p>	<p>DIBELS Students in Tk-3 will continue to be assessed with DIBELS and meet or exceed the standard for each benchmark target.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

BENCHMARK 2 GOAL 30
WR Score: 43.9
LNF (Letter Naming Fluency) - there is no Benchmark Goal for for LNF
BENCHMARK 1 15.8
BENCHMARK 2 39.3
More than doubled the score!
PSF (Phoneme Segmentation Fluency - phonemic awareness) BENCHMARK GOAL 20
WR Score: 25.5
****PRIMARY MEASURE: DISTRICT AVERAGE FOR 19.20 = 24.8
NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics)
BENCHMARK GOAL 17
WR Score 31.3
Exceeding ABOVE BENCHMARK by 14.3 and JUSD by 6.5!
Kindervention: Kindergarten teachers provide ELO for targeted Kindergarten students and also provide Intervention for the First Grade team.
BLT push-in classroom support
Intervention Teacher push-in classroom support

***FIRST GRADE:
Students made growth in all areas that were assessed at B1 & B2.
LNF (Letter Naming Fluency) - No Benchmark Goal for for LNF
BENCHMARK 1 43.5
NO BENCHMARK 2 for LNF
PSF (Phoneme Segmentation Fluency - phonemic awareness) BENCHMARK GOAL 40
WR Score: 35.7
There is no BENCHMARK 2 for PSF
NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics)
BENCHMARK 1 GOAL 27
WR Score 31
BENCHMARK 2 GOAL 43
WR Score 49.2
NWF- WWR (Nonsense Word Fluency - Whole Words Read-Phonics/decoding)

Metric/Indicator**Baseline/Actual Outcome****Expected Outcome**

BENCHMARK 1 GOAL 1
 WR Score 3.4
 BENCHMARK 2 GOAL 8
 WR Score 11.6
 *****PRIMARY MEASURE: DISTRICT AVERAGE
 FOR 19.20 = 33.1
 DORF (DIBELS oral reading fluency) WORDS
 CORRECT
 BENCHMARK 1 - Not Assessed
 BENCHMARK 2 GOAL 23
 WR Score 20.3
 DORF-A (DIBELS oral reading fluency -
 ACCURACY PERCENTAGE
 BENCHMARK 1 - Not Assessed
 BENCHMARK 2 GOAL 78%
 WR Score 60.6
 Kindervention: Kindergarten teachers provide
 intervention for the First Grade team.
 BLT push-in classroom support
 Intervention Teacher push-in classroom support

***SECOND GRADE:
 Students made growth in all areas that were
 assessed at B1 & B2.
 NWF-CLS (Nonsense Word Fluency- Correct
 Letter Sounds/Words
 (Phonics)
 BENCHMARK 1 GOAL 54
 WR Score 54.9
 BENCHMARK 2 - Not Assessed
 NWF- WWR (Nonsense Word Fluency - Whole
 Words Read
 Phonics/decoding)
 BENCHMARK 1 GOAL 13
 WR Score 13.5
 BENCHMARK 2 - Not Assessed
 DORF (DIBELS oral reading fluency) WORDS
 CORRECT
 BENCHMARK 1 GOAL 52
 WR Score 35.9
 BENCHMARK 2 GOAL 72
 WR Score 53.6
 DORF-A (DIBELS oral reading fluency -
 ACCURACY PERCENTAGE

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

BENCHMARK 1 GOAL 90%
WR Score 66.7%
BENCHMARK 2 GOAL 96%
WR Score 80.8%
RTF-Q (DIBELS retell Quality of Response)
BENCHMARK 1 - Not Assessed
WR Score 1.3
BENCHMARK 2 GOAL 2
WR Score 1.7
BLT push-in classroom support
Intervention Teacher push-in classroom support

***THIRD GRADE:
Students made growth in all areas that were assessed at B1 & B2.
****PRIMARY MEASURE: DISTRICT AVERAGE FOR 19.20 = 86%
DORF (DIBELS oral reading fluency) WORDS CORRECT
BENCHMARK 1 GOAL 70%
WR Score 62%
BENCHMARK 2 GOAL 86%
WR Score 74.7%
DORF-A- (DIBELS oral reading fluency - ACCURACY PERCENTAGE
BENCHMARK 1 GOAL 95%
WR Score 81.5%
BENCHMARK 2 GOAL 96%
WR Score 87%
RTF-Q (DIBELS retell Quality of Response)
BENCHMARK 1 GOAL 2
WR Score 1.9
BENCHMARK 2 GOAL 2
WR Score 2.2
DAZE (DIBELS version of MAZE for comprehension)
BENCHMARK 1 GOAL 8
WR Score 8.9
BENCHMARK 2 GOAL 11
WR Score 11.8
BLT push-in classroom support
Intervention Teacher push-in classroom support

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments (ELA)	<p>SCHOOL YEAR 2019</p> <p>2019 Goal: Increase total Near or Above Standard by 3% = 59.73</p> <p>EXCEEDED GOAL 1.81%</p> <p>OVERALL: 61.54% Near or Above Standard</p> <p>Exceeded: 5.77%</p> <p>Met: 26.92%</p> <p>Nearly Met: 28.85%</p> <p>• -----</p> <p>Not Met: 38.46%</p> <p>READING: (Above & Near = 57.5%)</p> <p>Above: 11.8%</p> <p>Near: 45.7%</p> <p>Below: 42.5%</p> <p>WRITING: (Above & Near 61.8%)</p> <p>Above: 7.5%</p> <p>Near: 54.3%</p> <p>Below: 38.2%</p> <p>LISTENING: (Above & Near = 77%)</p> <p>Above: 8.7%</p> <p>Near: 68.3%</p>	<p>CAASPP ELA Actual Progress will not be available to review in Fall 2020. Testing for Spring 2020 cancelled due to COVID19 school closure.</p> <p>NO CURRENT DATA FOR 2020 DUE TO SCHOOL CLOSURE 3/16/20 - 5/29/20</p> <p>Goals will be based and measured with the next administration of the CAASPP.</p> <p>Goal is to Increase total Near or Above Standard by 2% and decrease the percentage of students not meeting the standard by 2%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Below: 23.1%</p> <p>RESEARCH/INQUIRY: (Above & Near = 62.2%)</p> <p>Above: 11.5%</p> <p>Near: 51.7%</p> <p>Below: 36.8%</p>	
<p>P4 Statewide Assessments (MATH)</p>	<p>School year 2019</p> <p>3% = 59.53%</p> <p>GOAL NOT MET (-2.27%)</p> <p>OVERALL: 57.26% Near or Above Standard</p> <p>Exceeded: 5.94%</p> <p>Met: 18.53%</p> <p>Nearly Met: 32.78%</p> <p>?</p> <p>• -----</p> <p>Not Met: 42.76%</p> <p>Concepts & Procedures: (Above & Near = 44.22%)</p> <p>Above-14.5%</p> <p>Near- 34.2%</p> <p>Below- 51.3%</p> <p>Problem Solving & Modeling & Data Analysis</p> <p>(Above & Near = 43.75%)</p> <p>Above- 6.7%</p>	<p>CAASPP MATH Actual Progress will not be available to review in Fall 2020. Testing for Spring 2020 cancelled due to COVID19 school closure.</p> <p>NO CURRENT DATA FOR 2020 DUE TO SCHOOL CLOSURE 3/16/20 - 5/29/20</p> <p>Goals will be based and measured with the next administration of the CAASPP.</p> <p>Goal is to Increase total Near or Above Standard by 2% and decrease the percentage of students not meeting the standard by 2%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Near- 44.7%</p> <p>Below- 48.7%</p> <p>Communicating Reasoning (Above & Near = 54.63%) GAIN 1.19%</p> <p>Above- 9.3%</p> <p>Near- 47.3%</p> <p>Below- 43.5%</p>	
<p>P8 Other student outcomes-IStation</p>	<p>Final 2019-2020 scores will be reported in Spring Scores reported below currently reflect Progress Monitoring: (SEPTEMBER 2019) & FEBRUARY 2020</p> <p>***4th Grade</p> <p>Overall:</p> <p>Tier 1: (37%) 43%</p> <p>Tier 2: (20%) 15%</p> <p>Tier 3: (42%) 43%</p> <p>Comprehension:</p> <p>Tier 1: (40%) 47%</p> <p>Tier 2: (26%) 24%</p> <p>Tier 3: (33%) 29%</p> <p>Word Analysis:</p> <p>Tier 1: (40%) 44%</p> <p>Tier 2: (25%) 15%</p> <p>Tier 3: (34%) 36%</p> <p>Vocabulary:</p> <p>Tier 1: (26%) 26%</p> <p>Tier 2: (27%) 21%</p> <p>Tier 3: (46%) 53%</p> <p>Text Fluency:</p> <p>Tier 1: (21%) 36%</p> <p>Tier 2: (21%) 16%</p> <p>Tier 3: (58%) 48%</p> <p>***5th Grade</p> <p>Overall:</p> <p>Tier 1: (38%) 34%</p> <p>Tier 2: (23%) 15%</p> <p>Tier 3: (39%) 52%</p>	<p>IStation- Students in grades 4-6 will continue to be assessed with IStation and data will be analyzed at each assessment point over the course of the year.</p> <p>Targeted guided reading intervention will be provided with a goal to increase the top tiers of each literacy domain while reducing the number of students in the bottom tiers. (Comprehension, Word Analysis, Vocabulary, Text Fluency)</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Comprehension:

Tier 1: (40%) 34%

Tier 2: (21%) 25%

Tier 3: (39%) 41%

Word Analysis:

Tier 1: (36%) 39%

Tier 2: (28%) 20%

Tier 3: (36%) 40%

Vocabulary:

Tier 1: (35%) 25%

Tier 2: (26%) 16%

Tier 3: (40%) 59%

Text Fluency:

Tier 1: (51%) 37%

Tier 2: (15%) 19%

Tier 3: (35%) 44%

***6th Grade

Overall:

Tier 1: (24%) 45%

Tier 2: (30%) 18%

Tier 3: (46%) 37%

Comprehension:

Tier 1: (30%) 49%

Tier 2: (25%) 18%

Tier 3: (45%) 33%

Word Analysis:

Tier 1: (22%) 40%

Tier 2: (29%) 21%

Tier 3: (49%) 39%

Vocabulary:

Tier 1: (24%) 26%

Tier 2: (21%) 22%

Tier 3: (55%) 52%

Text Fluency:

Tier 1: (23%) 35%

Tier 2: (21%) 23%

Tier 3: (56%) 42%

GRADES 4 - 6 ALL RECEIVE:

BLT push-in classroom support

Intervention Teacher/Team push-in classroom support

Planned Strategies/Activities

Action 1.1

1.1 CCSS Implementation

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Collaborate staff development time for staff on UOS implementation and effective strategies for mathematics and ELA/ELD, and technology including data analysis, grade level planning, collaboration, and goal setting includes a contract with consultant and JUSD TSAs.</p> <p>B. Bilingual language tutors are assigned to SEI classrooms with EL students who are at the Beginning levels of language acquisition. These tutors provide assistance to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish as well as primary language support.</p> <p>C. Teachers will be provided with ELA/ELD/Math/Science supplemental materials, supplies, incentives, library resources, Technology, and other pertinent items so that they are available to provide supplementary instruction and support to EL/SDC/RSP/GATE students. Teachers will also be provided with supplemental support ELA/ELD, Mathematics, and science materials (includes copy machines, printing, graphing calculators, novel, leveled readers, manipulatives, software, and informational texts).</p> <p>D. K-3 teachers will administer the DIBELS monitoring program to assess student's reading fluency. K-3 Teachers will be given release time to administer the DIBELS assessment and enter data into VPort. Teachers will collaborate on strategies with the CSR Intervention teachers to meet the needs of students struggling with reading fluency. CSR Intervention teachers will provide Early Literacy Intervention to students in K-3 who are not at grade level in reading fluency and phonemic awareness.</p> <p>E. Provide conference opportunities to teachers to support CSS implementation with technology integration and ELD, and coaches will provide ongoing support</p>	<p><u>X</u> All Students</p>	<p>Four Bilingual Language Tutors (3 hrs. each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$90339</p> <p>One Bilingual Language Tutor (3 hrs) (75%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$20272</p> <p>One Bilingual Language Tutor (3 hrs) (25%) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$6293</p> <p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$61,924.00</p> <p>Library Books and Digital Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1592</p> <p>Printing, Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,095.00</p> <p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010</p>

<p>F. AVID-release time for planning and supplies with a focus on College and Career Readiness.</p> <p>G. GATE facilitator will coordinate classes that will be offered after school for GATE students to participate. These classes will focus on topics that extend from the classroom or from common core standards in ELA, Math, Science, and Social Studies.</p> <p>H. Provide release time/subs for teachers for extensive planning including UOS planning, NGSS, Read Naturally, DIBELS Early Literacy Plan development, and analysis and/or calibration for DIBELS/Station and UOS Performance Task assessments</p> <p>I. Provide roving subs for teachers to attend meetings to discuss the progress of their students during IEP's, SST's, and 504s</p> <p>J. Technology, training & resources will be provided to support distance learning as needed. Measures: teacher input, student input, parent input</p>		<p>\$1000</p> <p>Gap Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$580</p> <p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$7,000</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$2266</p>
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Action 1.2

1.2 Intervention

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Students in grades 4-6 who are two levels or more below grade level in reading will be given the opportunity to participate in an intensive intervention reading program. Students will be identified for this program using different data results and assessments.</p>	<p><u>X</u> All Students</p> <p><u>X</u> Other student group(s) Students with Disabilities</p>	<p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$68,667.00</p>
<p>B. CSR Intervention teachers will support K-3 Foundational Skills/Early Literacy/Primary intervention with supplies and materials to support this program.</p>		<p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$68,667.00</p>
<p>C. CSR Intervention teachers will continue to participate in staff development on intervention, prevention, and course access software licenses to include Language! (4-6), V-Port(K-3).</p>		<p>CSR Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$142953</p>

D. Teachers will continue to be provided with upgrades, computer replacements, and N-Computing system purchases on a computer enhancement and replacement cycle. In order to meet the Common Core State Standards needs of our students, teachers, and staff for now and in the future, we will monitor and purchase the necessary equipment to provide CCSS-aligned tools.

E. Resources will be purchased to supplement classroom instruction to meet the rigor of the grade level standards.

F. Extended Day Learning and Student Engagement Opportunities - Students will be invited to participate in academic review/remediation/enhancement activities to increase student achievement, as well as, engage in school activities.

G. Resources will be purchased to supplement classroom instruction to meet the rigor of the grade level standards. Including technology and software support for classroom integration (mobi devices, student printers)

H. The Communication Enhancement Program (CEP) at West Riverside is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

I. Intervention teachers and supports will be provided for distance learning needs.

Teacher Hourly and Substitute Teacher Release Time
 1000-1999: Certificated Personnel Salaries
 Title I Basic -- 3010
 \$3,500.00
 Supplemental Materials and Supplies including technology supplies
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$5311

Action 1.3

1.3 Staff Development/Collaboration

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. The school will facilitate and support teacher grade level (TK-6) collaboration meetings in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in ELA/Math (e.g., use of regularly scheduled meetings focused on lesson delivery and data analysis). The principal will monitor collaboration planning	<u>X</u> All Students <u>X</u> Other student group(s) English Learners	Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$2710

for each grade level to ensure that best practices are being discussed and data is being used to drive classroom instruction through classroom walk-throughs and collaboration meeting minutes.

B. Release time will be provided for RSP teacher to plan instruction with general ed teacher on inclusion and how to address the needs of RSP students in the class. Teachers will plan using best practices and focus on various instructional models for inclusion.

C. Teachers will continue to participate in professional development that outlines effective teaching strategies for all students during math review, ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. The Intervention teachers will attend district training sessions to increase instructional and research knowledge and build expertise. Intervention teachers will participate in staff development that focuses on best practice interventions and student monitoring. They will assist with and administer district monitoring assessments (DIBELS/Istation) to identify those students who need reading intervention. Intervention teachers will continue to provide early literacy, primary and intensive intervention support to all grade levels.

D. Teachers will participate in staff development on the newly adopted ELD standards that focus on integrated vs. designated ELD instruction. They will also continue to collaborate on strategies for increasing language acquisition for English learners and to work in grade-level teams for standards-based planning using common core standards and data analysis of UOS Post Assessments and Smarter Balanced results. The principal and teachers will continue to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring student achievement in language acquisition and reading/language arts.

E. Teachers will continue to participate in the Smarter Balanced in Math Trainings during the 20-21 school year. They will be supported at the site by the math facilitator that can provide assistance with modeling and peer coaching, in addition, to support from Intervention teachers. Teachers will be provided with release time to develop action plans, identify best practices, observe other teachers, or meet with an exemplary model teachers/consultants.

F. Teachers will be provided staff development on the Next Generation Science Standards (NGSS) UOS and planning of lessons using these standards. Technology facilitator will provide technology staff development on topics such as Haiku, GAFE, Common Sense Media, and Digital Citizenship. A technology plan will be developed my site committee and implemented

Teacher Hourly and Substitute Teacher
Release Time
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$3,000.00
Software Licenses
5000-5999: Services And Other Operating
Expenditures
Title I Basic -- 3010
\$600.00

throughout the school year. Additional training with SUTW and AVID 3 column notes will be provided for teachers and a grade level articulation of grade level writing expectations will continue to be refined and put into practice K-6.

G. Collaboration release days will be focused on strategic and purposeful professional development including instructional rounds, micro teaching, Impact team success criteria, planning and collaboration of scoring and/or using Evidence Analysis Action (EAA) tool, Data Analysis (DIBLES/Istation) SMART goals and next steps, NGSS implementation, early literacy development, inclusion practices and ELD implementation and strategies.

H. With new innovation center, we will focus on NGSS and innovative activities for all grade levels including support for distance learning.

Action 1.4

1.4 Pre-School Transition to TK and/or Kindergarten

	<input checked="" type="checkbox"/> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. West Riverside will communicate to parents the board policies and other requirements of the Transitional Kindergarten program.	<input checked="" type="checkbox"/> Other student group(s) Preschool/ Head Start	
B. Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus.		
C. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students.		
D. Registration information for TK and kindergarten will be in the spring in both English and Spanish. The school will hold transition meetings for parents.		
E. Pre-school teachers will encourage parent involvement in activities. Pre-school parents will be invited to all school activities and functions.		

Action 1.5

1.5 AVID

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. As needed Students will be provided with binders to keep their agendas and classwork using dividers. Students will be learning AVID skills that promote organization and college readiness. Digital supports may be needed and implemented to support distance learning.</p>	<p><u>X</u> All Students</p>	<p>Travel/ Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,000.00</p> <p>Teacher Hourly and Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000.00</p> <p>Materials & Supplies, Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000.</p> <p>Materials & Supplies, Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$454</p>

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P1

Identified Need from the Annual Evaluation and Needs Assessment:

To strengthen our goal of parent communication/inclusion in school-wide activities, the tech coordinators will be asked to increase West Riverside Social Media presence with designated release time.
 Additional recess/lunch resources, activities and options continue to be a need due to the limited playground space on site during construction. (Game Room, Makers-Space Library, Movie in the MPR, Jump Rope and Hula Hoop Zones, etc.)
 To support the goal of Safe, Orderly and Inviting Learning Environment, there are undetermined costs for supplies, furniture, materials etc. for the new Innovation Center, Library, Classrooms and Office. (Estimated completion begins Spring 2019)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School attendance rate	Actual: School Attendance Actual: 97.76% Year to Date (19-20) Actual: 95.81% Year to Date (18-19)	Goal: School Attendance Rate to Maintain or Increase by 1% for 20-21 = (98.6%)
P5 Chronic Absenteeism rate	2018-2019 Actual: Chronic Absenteeism rate: CA DASHBOARD 11.8% School wide (Increase of 1.5%) District: 9.7% (Increase of 0.9%) Statewide: 10.1% (Increase of 1.1%) JUSD ATTENDANCE DATA BY GRADE LEVELS & SUB GROUPS ALL: (699) 95.8%	Goal: Reduce Chronic Absenteeism rate by 0.5% or maintain rate exceeding District/County/State percentages = (11.3%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>EL: (466) 96.2% RSP: (67) 94.5% SE: (13) 93.0%</p> <p>TK: (20) 92.2% EL: (10) 91.5% RSP: (1) 73.3%</p> <p>K: (78) 95.2% EL: (53) 95.3% RSP; (1) 98.1%</p> <p>1: (78) 95.96% EL: (53) 96.3% RSP (2) 97.4%</p> <p>2: (93) 95.55% EL: (63) 95.98% RSP: (5) 92.45%</p> <p>3 (108) 95.87% EL: (61) 95.82% RSP: (18) 95.80%</p> <p>4 (107) 96.32% EL: (74) 96.91% RSP: (11) 93.95% SE: (3) 86.91%</p> <p>5 (112) 95.93% EL: (76) 96.49% RSP: (17) 96.33% SE: (5) 93.67%</p> <p>6 (104) 95.71% EL: (77) 96.75% RSP: (12) 91.05% SE: (5) 97.33%</p>	
P6 Pupil Suspension rate	<p>Actual: Pupil Suspension rate: 2018-2019: 0.3% School wide (Blue) = 2 SUSPENSIONS Maintained of 0.1% maintained "Blue" status</p>	<p>Goal: Maintain or Reduce Pupil Suspension rate Remain below district average for suspension and apply alternatives to suspension</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	District: 3.6%, Maintained "Yellow" status	2019-2020: 0.3% School wide maintain or better (Maintain Blue)
P6 Surveys of pupils, parents, teachers on sense of safety	2018-2019 Outcome: LCAP Survey Expected Outcome: How safe do you feel at your school? LCAP Survey, Parents: 85% Extremely Safe to Moderately Safe	Goal: Increase Parent survey response and increase positive responses on survey results focusing on Safe and Orderly School practices
P6 Surveys of pupils, parents, teachers on sense of safety	NO REVISED DATA AVAILABLE 2019-2020 Student survey: California Healthy Kids Survey Actual: 2018-2019: 98% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time. The breakdown was as follows: 56% of students reported feeling safe all of the time 25% of students reported feeling safe most of the time 17% of students reported feeling safe some of the time 2% of students reported never feeling safe	Goal: Increase Student survey response and increase positive responses on survey results focusing on Safe and Orderly School practices

Planned Strategies/Activities

Action 2.1

2.1 Safe and Healthy School Environment

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red	<u>X</u> All Students	Health Care Aide 3hrs. (.50) 2000-2999: Classified Personnel Salaries

ribbon week, bullying assemblies, digital citizenship, common sense media, health awareness workshops)

B. Supervisors will be participating in trainings that focus on conflict resolution and positive reinforcement. Supervisors will supervise PTA sponsor events that may require additional supervision. Supervisors will also provide babysitting for parent trainings and meetings such as PTA, ELAC, and SSC.

C. Safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. The plan will be approved every year by the school site council.

D. Mental Health supports will be provided to students with the hiring of Mental Health Interns as well as referrals by teacher or parent. Mental Health Interns will also provide assistance with social skill development in support of positive behavior at school.

E. Health aide will provide appropriate health care and nursing services. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures. Students and staff will participate in monthly fire drills and practice disaster procedures.

F. Staff will annually revise and distribute parent/student handbook. PBIS coordinator and staff will provide a schoolwide assertive discipline program.(PBIS Program). PBIS implementation will include training and materials for teaching social skills with social skills posters, class dojo, SNACK ATTACK Parties, DRAGON attendance rewards, and incentives.

G. Extracurricular activities for students using teachers/consultants/support staff to provide enriching opportunities/activities for students to be actively involved to enhance social and emotional well-being.

H. West Riverside will operate the 100 Mile Club that focuses on student health and well being by having them participate in running and monitoring the number of miles they have run. Students will develop self-monitoring strategies. Supervisors and staff will provide additional student supervision to ensure student safety.

I. We will maintain distancing and safe environment requirements as outlined by CDC for children, staff, and community.

LCFF District -- 500 0707
\$22282

Two Activity Supervisors (2.5 hrs)
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$22033

Classified hourly
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$500

Materials & Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$500

Teacher Hourly
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$1500

Consultants
5000-5999: Services And Other Operating
Expenditures
Title I Basic -- 3010
\$2000.00

Action 2.2

2.2 Positive Behavior Intervention Support (PBIS)

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. The PBIS coach along with the PBIS committee will facilitate the implementation of the components of the PBIS model. Teachers will teach short lessons that focus on the sixteen character traits.</p> <p>B. The PBIS coach will provide staff development and support in planning these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior.</p> <p>C. Students will participate in trimester character reward activities where a teacher will choose those students who demonstrated PBIS behavior throughout the trimester.</p> <p>D. Morning announcements will include tips and suggestions for implementing the PBIS weekly behavioral skill and campus area expectations.</p> <p>E. The Responsibility Room will be provided for students to reflect on behavior strategies and skills to be successful on the campus.</p> <p>F. PBIS coach will hold meetings with the committee to review discipline data and brainstorm schoolwide interventions that promote good citizenship inside and outside the classroom.</p> <p>G. Students and staff will be recognized for successful distance learning structures and habits. Also, review of online behavior and norms for distance learning.</p>	<p><u>X</u> All Students</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000.00</p> <p>Printing and Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,500.00</p> <p>Materials and Supplies and Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>

Action 2.3

2.3 Attendance and Leadership Support

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. The staff will develop and implement attendance incentives such as classroom trophies, attendance medals, and certificates to promote attendance. SNACK ATTACK is a no-tardy program where classes get incentives when the class spells out SNACK ATTACK (11 days) with no tardies.</p>	<p>X All Students</p>	<p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,500.00</p>
<p>B. Student Ambassadors (6th grade nominated students) will serve the campus in the Student Ambassador role. They will provide leadership for K-6 students as they assist with assemblies, parent programs, new student orientation, Attendance BBQ's, Anti-Bully club, Back to School night and first days of school.</p>		
<p>C. Reward and recognize students who are actively participating in live classroom activities and assignments via distance learning classrooms.</p>		

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

West Riverside will continue to increase parent communication through Peachjar and other forms of social media. We will move forward with use of class Dojo. from some classrooms using to ALL classrooms and schoolwide use of this form of communication. As staff and school increases use of class Dojo and other forms of social media, parent engagement will increase as a result of parents being notified of what is going on in the classroom and at school. Parents will also be informed of behavior in a promptly manner.

Combining parent workshops or meetings with school functions and student performances may lead to higher levels of parent involvement. More time dedicated to staff collaboration may also increase communication between the school and our community. As staff increases their use of our various modes of communication, parents' engagement will increase as a result of parents being notified of what is going on in the classroom and at school.

Using our PBIS/AVID coaches, we will focus on building positive relationships with students. Daily Announcements and Agendas will continue to focus on highlighting activities and assignments that build on students feeling welcomed, informed and connected to West Riverside.

To strengthen our goals of parent connectivity, involvement and providing workshops, the PBIS/AVID coordinators will be asked to increase West Riverside opportunities to involve parents in activities with designated release time.

Parent engagement and participation will increase and our welcoming environment will remain strong due to the improving our school with new construction. (new office, library, classrooms, parking lot, innovation center)

Parents will be kept informed and provided supports for digital/distance learning if necessary.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	Parent Engagement Actual from LCAP SURVEY 2018-2019 Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 82% Effectiveness of the front office staff communication with parents	Parent LCAP Survey areas that are below 90% will increase by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Extremely effectively/Moderately effectively: 82%</p> <p>Informed of school-wide activities</p> <p>Extremely well informed/Moderately well informed: 82%</p> <p>Informed of classroom activities</p> <p>Extremely well informed/Moderately well informed: 86%</p> <p>Welcoming environment</p> <p>Strongly agree/Moderately agree: 79%</p> <p>Satisfaction with Instruction</p> <p>Extremely satisfied/Moderately Satisfied: 90%</p> <p>Opportunities to be involved with school and district decision making:</p> <p>Yes 60%</p> <p>Reading Support Services meet student needs</p> <p>Extremely Satisfied/Moderately Satisfied: 85%</p> <p>Math Support Services meet student needs</p> <p>Extremely Satisfied/Moderately Satisfied: 89%</p> <p>How high or low are standards for behavior</p> <p>High and Very High: 71%</p> <p>Would recommend school to others</p> <p>Extremely Likely/Somewhat Likely 86%</p>	
P5 Student Engagement	<p>Student Engagement data from LCAP SURVEY 2018-2019:</p> <p>Welcoming environment</p> <p>Strongly agree/Moderately agree: 93.65%</p> <p>Positive learning environment</p> <p>Strongly agree/Moderately agree: 98.53%</p> <p>Well Informed</p> <p>Extremely/Moderately: 92.07%</p>	Student LCAP Survey areas that are below 90% will increase by 1%
P5 Student Engagement	<p>NO REVISED DATA AVAILABLE 2019-2020</p> <p>Student Engagement data - CALIFORNIA HEALTHY KIDS SURVEY (5th Grade) 2019-2020:</p> <p>Students who feel connected to the school: %</p> <p>Students feel happy to be at our school</p> <p>Most of the time/All the time: %</p> <p>Students feel like they are part of this school</p> <p>Most of the time/All the time %</p> <p>Students feel grown-ups at school treat them with respect</p> <p>Most of the time/All of the time: %</p>	Student CHKS Survey areas that are below 90% will increase by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students are proud to be of West Riverside Most of the time/All of the time: %	
P6 Surveys of pupils, parents, teachers on sense of school connectedness	Staff Survey data from LCAP 2018-2019 (17 TOTAL SURVEYS) Welcoming environment Extremely/Moderately: 100% Collaborative Culture Strongly Agree/Agree: 78.59% Opportunities to be involved with school and district decision making Yes: 85.71% Feel parents are informed of school and classroom activities 100% Feel parents are informed of student academic performance 100% Believe overall climate and learning environment is positive 92.86%	Staff LCAP Survey areas that are below 90% will increase by 1%

Planned Strategies/Activities

Action 3.1

3.1 Parent Communication and Connectivity

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System. The school will provide a parent station to ensure all parents have access to parent connect and other district resources.	<u>X</u> All Students	Translator Clerk Typist .50 (25%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$16330 Translator Clerk Typist .50 (25%) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$16330

B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo App, and phone calls, emails, & notes home.

C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings.

D. Parent meetings will be provided and supported via live meets when necessary.

Postage
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$270.00
Maintenance Contract
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$405.00

Action 3.2

3.2 Parent Involvement Opportunities

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers.</p> <p>B. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner.</p> <p>C. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, Math/ELA night, Back to School Night, Holiday Festivals, College & Career Day, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts.</p> <p>D. All parent activities and opportunities will be supported with social distancing requirements.</p> <p>E. Parents will be kept informed and involved with school activities through Parent Connect, Class DoJo, and Google Classrooms.</p>	<p><u>X</u> All Students</p>	<p>Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$150 Classified hourly: Babysitting, supervision of students, hourly support staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500 Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500 Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010</p>

\$586.00

Action 3.3

3.3 Parent Workshops

X Modified Action

Planned Actions/Services

A. The school will facilitate parent workshops that may focus on topics like technology, cyberbullying, nutrition, mental health, and other topics that may affect their children's well-being. This may also include distance learning issues, topics, and concerns.

Students to be served

X All Students

Budget and Source

Teacher Hourly and Substitute Teacher Release Time
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$1000
Supplemental Materials and Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$1,000.00
Materials & Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$600

Action 3.4

3.4 Parent Engagement and Leadership

X Modified Action

Planned Actions/Services

A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. School staff will provide regular updates to parents about classroom/school activities and programs through InTouch, monthly calendar and marquee.

Students to be served

X All Students

Budget and Source

Substitute Teacher: ELAC Meetings, Parent involvement planning, parent training release time for teacher
1000-1999: Certificated Personnel Salaries
Title I Parent Involvement -- 3010 1902
\$547.00

B. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, Gate advisory committee, and PTA. Babysitting will be provided.

C. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents.

D. District and site leadership meetings will include distance topics and concerns using Google Meet and Zoom opportunities when necessary.

Classified hourly: Babysitting, supervision of students for parent meetings

2000-2999: Classified Personnel Salaries

Title I Parent Involvement -- 3010 1902

\$1,056.00

Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk

4000-4999: Books And Supplies

Title I Parent Involvement -- 3010 1902

\$623.00

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments (ELA)	<p>CAASPP ELA for Fall 2019 data dashboard</p> <p>Schoolwide increase of +3 points; Student Groups increase of +5 points</p>	<p>CAASPP ELA Actual Progress, Fall 2019</p> <p>School: -44.6 points below standard; Increased 9.7 points SED: -46.0 points below standard; Increased 9.2 points EL: -56.6 points below standard; Increased 11.0 points SWD: -131.3 points below standard; Increased 26.0 points Hispanic: -47.0 points below standard; Increased 9.5 points</p>
P4 Statewide Assessments (Math)	<p>CAASPP Math for Fall 2019 data dashboard</p> <p>Schoolwide increase of +3 points; Student Groups increase of +5 points</p>	<p>CAASPP Math Actual Progress, Fall 2019</p> <p>School: -55.2 points below standard; Increased 7.2 points SED: -55.2 points below standard; Increased 7.5 points EL: -63.0 points below standard; Increased 8.7 points SWD: -133.7 points below standard; Increased 16.8 points Hispanic: -57.4 points below standard; Increased 7.6</p>
P4 Statewide Assessments (Percentage of English learner pupils who make progress towards English proficiency as measured by ELPAC)	<p>English Learner actual progress on ELPAC 2019</p> <p>Schoolwide increase of 1% in Level 4 ELPAC results and between ELPAC Levels</p>	<p>English Learner Actual Progress</p> <p>238 EL Students (Grades 3-6) Performance Level - Medium</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	4 Well Developed: 30.3% 3 Moderately Developed: 29.1% 2 Somewhat Developed: 27.2% 1 Beginning Stage: 13.4%	45% making progress towards English Language Proficiency 23.5% ELs who Decreased at Least One ELPI Level 31.5% ELs who Maintained ELPI Levels 1,2L,2H,3L,3H 2.9% ELs who Maintained ELPI Level 4 42% ELs who Progressed at Least One ELPI Level
P4 Statewide Assessments (English Learner Reclassification Rate)	Reclassified Results 2019 All students in Level 4 Well Development on ELPAC will be processed for Reclassification.	TOTAL Enrollment - 656 (to date: 2.25.20) TOTAL English Learners - 295 = (to date 2.25.20) TK-3 = 173 4-6=122 RECLASSIFICATION OF STUDENTS 19-20 (February 2020) 26 Students Reclassified Students 17-18 = 45 Students EXCEEDED GOAL by 25 students! Reclassified Students 18-19 = 80 Students EXCEEDED GOAL by 64 students!
P8 Other student outcomes-DIBELS	DIBELS scores in Grades K-3 on Benchmark 2 will increase	DIBELS- Final 2019.2020 scores will be reported in May Scores reported below currently reflect Benchmark 1 (August 26 - September 7, 2019) Benchmark 2 (January 27 - February 8, 2020) ***KINDERGARTEN: Students made growth in all areas that were assessed at B1 & B2.

Metric/Indicator

Expected Outcomes

Actual Outcomes

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FSF (First Sound Fluency- phonemic awareness)
BENCHMARK 1 GOAL 10
WR Score 12.7
BENCHMARK 2 GOAL 30
WR Score: 43.9

LNF (Letter Naming Fluency) - there is no
Benchmark Goal for for LNF
BENCHMARK 1 15.8
BENCHMARK 2 39.3
More than doubled the score!

PSF (Phoneme Segmentation Fluency - phonemic
awareness) BENCHMARK GOAL 20
WR Score: 25.5

*****PRIMARY MEASURE: DISTRICT AVERAGE
FOR 19.20 = 24.8

NWF-CLS (Nonsense Word Fluency- Correct
Letter Sounds/Words (Phonics)
BENCHMARK GOAL 17
WR Score 31.3
Exceeding ABOVE BENCHMARK by 14.3 and
JUSD by 6.5!

Kindervention: Kindergarten teachers provide
ELO for targeted Kindergarten students and also
provide Intervention for the First Grade team.
BLT push-in classroom support
Intervention Teacher push-in classroom support

***FIRST GRADE:
Students made growth in all areas that were
assessed at B1 & B2.

LNF (Letter Naming Fluency) - No Benchmark
Goal for for LNF
BENCHMARK 1 43.5
NO BENCHMARK 2 for LNF

Metric/Indicator

Expected Outcomes

Actual Outcomes

[Empty cell for Metric/Indicator]

[Empty cell for Expected Outcomes]

PSF (Phoneme Segmentation Fluency - phonemic awareness) BENCHMARK GOAL 40
WR Score: 35.7
There is no BENCHMARK 2 for PSF

NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics)
BENCHMARK 1 GOAL 27
WR Score 31
BENCHMARK 2 GOAL 43
WR Score 49.2

NWF- WWR (Nonsense Word Fluency - Whole Words Read-Phonics/decoding)
BENCHMARK 1 GOAL 1
WR Score 3.4
BENCHMARK 2 GOAL 8
WR Score 11.6

*****PRIMARY MEASURE: DISTRICT AVERAGE FOR 19.20 = 33.1
DORF (DIBELS oral reading fluency) WORDS CORRECT
BENCHMARK 1 - Not Assessed
BENCHMARK 2 GOAL 23
WR Score 20.3

DORF-A (DIBELS oral reading fluency - ACCURACY PERCENTAGE
BENCHMARK 1 - Not Assessed
BENCHMARK 2 GOAL 78%
WR Score 60.6

Kindervention: Kindergarten teachers provide intervention for the First Grade team.
BLT push-in classroom support
Intervention Teacher push-in classroom support

***SECOND GRADE:

Metric/Indicator

Expected Outcomes

Actual Outcomes

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Students made growth in all areas that were assessed at B1 & B2.

NWF-CLS (Nonsense Word Fluency- Correct Letter Sounds/Words (Phonics)
BENCHMARK 1 GOAL 54
WR Score 54.9
BENCHMARK 2 - Not Assessed

NWF- WWR (Nonsense Word Fluency - Whole Words Read
Phonics/decoding)
BENCHMARK 1 GOAL 13
WR Score 13.5
BENCHMARK 2 - Not Assessed

DORF (DIBELS oral reading fluency) WORDS CORRECT
BENCHMARK 1 GOAL 52
WR Score 35.9
BENCHMARK 2 GOAL 72
WR Score 53.6

DORF-A (DIBELS oral reading fluency - ACCURACY PERCENTAGE
BENCHMARK 1 GOAL 90%
WR Score 66.7%
BENCHMARK 2 GOAL 96%
WR Score 80.8%

RTF-Q (DIBELS retell Quality of Response)
BENCHMARK 1 - Not Assessed
WR Score 1.3
BENCHMARK 2 GOAL 2
WR Score 1.7

BLT push-in classroom support
Intervention Teacher push-in classroom support

***THIRD GRADE:
Students made growth in all areas that were assessed at B1 & B2.

Metric/Indicator

Expected Outcomes

Actual Outcomes

*****PRIMARY MEASURE: DISTRICT AVERAGE FOR 19.20 = 86%
 DORF (DIBELS oral reading fluency) WORDS CORRECT
 BENCHMARK 1 GOAL 70%
 WR Score 62%
 BENCHMARK 2 GOAL 86%
 WR Score 74.7%

DORF-A- (DIBELS oral reading fluency - ACCURACY PERCENTAGE)
 BENCHMARK 1 GOAL 95%
 WR Score 81.5%
 BENCHMARK 2 GOAL 96%
 WR Score 87%

RTF-Q (DIBELS retell Quality of Response)
 BENCHMARK 1 GOAL 2
 WR Score 1.9
 BENCHMARK 2 GOAL 2
 WR Score 2.2

DAZE (DIBELS version of MAZE for comprehension)
 BENCHMARK 1 GOAL 8
 WR Score 8.9
 BENCHMARK 2 GOAL 11
 WR Score 11.8

BLT push-in classroom support
 Intervention Teacher push-in classroom support

P4 Statewide Assessments (ELA)

2019 school year ELA CAASPP results

All students in Exceeded and Met on Standard on CAASPP results and above and near on claims will increase by 2%

SCHOOL YEAR 2019

2019 Goal: Increase total Near or Above Standard by 3% = 59.73

EXCEEDED GOAL 1.81%

OVERALL: 61.54% Near or Above Standard

Exceeded: 5.77%

Metric/Indicator

Expected Outcomes

Actual Outcomes

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Met: 26.92%
Nearly Met: 28.85%
• -----
Not Met: 38.46%
READING: (Above & Near = 57.5%)
Above: 11.8%
Near: 45.7%
Below: 42.5%
WRITING: (Above & Near 61.8%)
Above: 7.5%
Near: 54.3%
Below: 38.2%
LISTENING: (Above & Near = 77%)
Above: 8.7%
Near: 68.3%
Below: 23.1%
RESEARCH/INQUIRY: (Above & Near = 62.2%)
Above: 11.5%
Near: 51.7%
Below: 36.8%

P4 Statewide Assessments (MATH)

2019 school year Math CAASPP results

School year 2019

Metric/Indicator

Expected Outcomes

Actual Outcomes

All students in Exceeded and Met on Standard on CAASPP results and above and near on claims will increase by 2%

Goal: Increase total Near or Above Standard by 3% = 59.53%

GOAL NOT MET (-2.27%)

OVERALL: 57.26% Near or Above Standard

Exceeded: 5.94%

Met: 18.53%

Nearly Met: 32.78%

• -----

Not Met: 42.76%

Concepts & Procedures: (Above & Near = 44.22%)

Above-14.5%

Near- 34.2%

Below- 51.3%

Problem Solving & Modeling & Data Analysis

(Above & Near = 43.75%)

Above- 6.7%

Near- 44.7%

Below- 48.7%

Communicating Reasoning (Above & Near = 54.63%) GAIN 1.19%

Above- 9.3%

Near- 47.3%

Below- 43.5%

Metric/Indicator

Expected Outcomes

Actual Outcomes

P8 Other student outcomes-IStation

ISIP Advanced Reading Results
IStation scores in Grades 4-6 on Benchmark 2 will increase

IStation- Final 2019-2020 scores will be reported in Spring

Scores reported below currently reflect Progress Monitoring:

(SEPTEMBER 2019) & FEBRUARY 2020

*****4th Grade**

Overall:

Tier 1: (37%) 43%

Tier 2: (20%) 15%

Tier 3: (42%) 43%

Comprehension:

Tier 1: (40%) 47%

Tier 2: (26%) 24%

Tier 3: (33%) 29%

Word Analysis:

Tier 1: (40%) 44%

Tier 2: (25%) 15%

Tier 3: (34%) 36%

Vocabulary:

Tier 1: (26%) 26%

Tier 2: (27%) 21%

Tier 3: (46%) 53%

Text Fluency:

Tier 1: (21%) 36%

Tier 2: (21%) 16%

Tier 3: (58%) 48%

*****5th Grade**

Overall:

Tier 1: (38%) 34%

Tier 2: (23%) 15%

Tier 3: (39%) 52%

Comprehension:

Tier 1: (40%) 34%

Metric/Indicator

Expected Outcomes

Actual Outcomes

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Tier 2: (21%) 25%
Tier 3: (39%) 41%

Word Analysis:
Tier 1: (36%) 39%
Tier 2: (28%) 20%
Tier 3: (36%) 40%

Vocabulary:
Tier 1: (35%) 25%
Tier 2: (26%) 16%
Tier 3: (40%) 59%

Text Fluency:
Tier 1: (51%) 37%
Tier 2: (15%) 19%
Tier 3: (35%) 44%

***6th Grade
Overall:
Tier 1: (24%) 45%
Tier 2: (30%) 18%
Tier 3: (46%) 37%

Comprehension:
Tier 1: (30%) 49%
Tier 2: (25%) 18%
Tier 3: (45%) 33%

Word Analysis:
Tier 1: (22%) 40%
Tier 2: (29%) 21%
Tier 3: (49%) 39%

Vocabulary:
Tier 1: (24%) 26%
Tier 2: (21%) 22%
Tier 3: (55%) 52%

Text Fluency:
Tier 1: (23%) 35%
Tier 2: (21%) 23%
Tier 3: (56%) 42%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		GRADES 4 - 6 ALL RECEIVE: BLT push-in classroom support Intervention Teacher/Team push-in classroom support

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CCSS Implementation</p> <p>A. Collaborate staff development time for staff on UOS implementation and effective strategies for mathematics and ELA/ELD, and technology including data analysis, grade level planning, collaboration, and goal setting includes a contract with consultant and JUSD TSAs.</p> <p>B. Bilingual language tutors are assigned to SEI classrooms with EL students who are at the Beginning levels of language acquisition. These tutors provide assistance to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish as well as primary language support.</p> <p>C. Teachers will be provided with ELA/ELD/Math/Science supplemental materials, supplies, incentives, library resources, Technology, and other pertinent items so that they are available to provide supplementary instruction and support to EL/SDC/RSP/GATE students.</p>	<p>1.1 CCSS ELA/ELD/MATH/NGSS Actions were implemented as follows:</p> <p>A. Staff development time was provided for staff to be able to collaborate on UOS implementation and effective strategies for mathematics, ELA/ELD, and NGSS. Technology was used which included data analysis, grade level planning, collaboration and goal setting. Teachers were also provided staff development with a contracted consultants, Balanced Math Facilitators, district DIBLES expert and JUSD UOS writers. Impact Team participants provided professional development with teachers on processes, implementation and experience in Year 1 (4th Grade) and Year 2 (5th Grade) of Impact Teams.</p> <p>B. Bilingual language tutors were assigned to SEI classrooms with EL students who were at the Beginning levels of language acquisition. Two of the 5 tutors were assigned to work</p>	<p>Four Bilingual Language Tutors (3 hrs. each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$82,923.00</p> <p>One Bilingual Language Tutor (3 hrs) (75%) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$20,381.00</p> <p>One Bilingual Language Tutor (3 hrs) (25%) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5,467.00</p> <p>Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$61,924.00</p> <p>Library Books and Digital Resource Materials 4000-4999: Books And Supplies Title I Basic -- 3010</p>	<p>Four Bilingual Language Tutors (3 hrs. each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$82923</p> <p>One Bilingual Language Tutor (3 hrs) (75%) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$20381</p> <p>One Bilingual Language Tutor (3 hrs) (25%) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5467</p> <p>Media Center Clerk 2000-2999: Classified Personnel Salaries Title I District -- 500 3010 \$61924</p> <p>Library Books and Digital Resource Materials ***FROZEN*** 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Teachers will also be provided with supplemental support ELA/ELD, Mathematics, and science materials (includes copy machines, printing, graphing calculators, novel, leveled readers, manipulatives, software, and informational texts).</p>	<p>with each of the two Intervention teachers to provide assistance during small group instruction, including Guided Reading, utilizing a push-in classroom support model. The additional three Bilingual language tutors provided support to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish as well as primary language support. All Bilingual Tutors utilize a collaborative services approach within the classrooms centered around Literacy.</p>	<p>\$1592.</p>	<p>Title I Basic -- 3010 \$50</p>
<p>D. K-3 teachers will administer the DIBELS monitoring program to assess student's reading fluency. K-3 Teachers will be given release time to administer the DIBELS assessment and enter data into VPort. Teachers will collaborate on strategies with the CSR Intervention teachers to meet the needs of students struggling with reading fluency. CSR Intervention teachers will provide Early Literacy Intervention to students in K-3 who are not at grade level in reading fluency and phonemic awareness.</p>	<p>C. Teachers were provided with ELA/ELD/Math/science supplemental materials, supplies, incentives, library resources, technology, and other pertinent items so that they were available to provide supplementary instruction and support to EL/SDC/RSP/GATE students. Teachers were also provided with supplemental support ELA/ELD, Mathematics, and Science materials (including copy machines, printing, novel, leveled readers, manipulatives, software, and informational texts). Guided Reading books have been purchased by the site to expand district-provided same publisher Guided Reading sets of books and resources to include all grades K-6.</p>	<p>Printing, Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,095.00</p>	<p>Printing, Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3095</p>
<p>E. Provide conference opportunities to teachers to support CSS implementation with technology integration and ELD, and coaches will provide ongoing support</p>	<p>D. K-3 teachers and Intervention teachers administered the DIBELS monitoring program to assess students' reading fluency. K-3 Teachers and Intervention teachers</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>	<p>Teacher Hourly and Substitute Teacher Release Time--Frozen 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>
<p>F. AVID-release time for planning and supplies</p>	<p>D. K-3 teachers and Intervention teachers administered the DIBELS monitoring program to assess students' reading fluency. K-3 Teachers and Intervention teachers</p>	<p>Gap Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$580</p>	<p>Gap and Supplemental Materials and Supplies including NEW INNOVATION CENTER ***FROZEN*** 4000-4999: Books And Supplies Title I Basic -- 3010 \$230</p>
<p>G. GATE facilitator will coordinate classes that will be offered after school for GATE students to participate. These classes will focus on topics that extend from the classroom or from common core standards in ELA, Math, Science, and Social Studies.</p>	<p>D. K-3 teachers and Intervention teachers administered the DIBELS monitoring program to assess students' reading fluency. K-3 Teachers and Intervention teachers</p>	<p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$7,000</p>	<p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$7000</p>
		<p>Materials & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$4,089</p>	<p>Materials & Supplies ***FROZEN*** 4000-4999: Books And Supplies Title III LEP -- 4203 \$2000</p>

**Planned
Actions/Services**

H. Provide release time/subs for teachers for extensive planning including UOS planning, NGSS, Read Naturally, DIBELS Early Literacy Plan development, and analysis and/or calibration for DIBELS/Istation and UOS Performance Task assessments

I. Provide roving subs for teachers to attend meetings to discuss the progress of their students during IEP's, SST's, and 504s

**Actual
Actions/Services**

were given release time to analyze DIBELS assessments and strategize next steps. Teachers collaborated on strategies with the Intervention teachers to meet the needs of students struggling with reading fluency. Intervention teachers provided Early Literacy Intervention to students in 1-6 who are not at grade level in reading fluency and phonemic awareness.

E. Conference opportunities were given to Intervention teachers to support Literacy support and implementation with technology integration and ELD.

F. AVID-release time for planning and supplies was given to the AVID/Leadership committee.

G. GATE facilitator coordinated classes that were offered for GATE students to participate. These classes focused on topics that extend from the classroom or from common core standards including; ELA, Math, Science, Social Studies, Technology and Arts.

H. Release time and subs were provided for teachers for extensive planning including UOS planning, NGSS, DIBELS, Early Literacy Plan development, and analysis and/or calibration for DIBELS/Istation, TELP, Impact Teams, and UOS Performance Task assessments.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>I. Roving subs were provided for teachers to attend meetings to discuss progress of their students during IEP's, SST's, and 504s. Subs were also provided for teachers to discuss CAASPP/DIBELS data, Goals and Objectives, formal observations and evaluations.</p> <p>NOTE: Due to CoVid school closures expenditures were not used as planned and many purchases were frozen.</p>		
<p>1.2 Intervention A. Students in grades 4-6 who are two levels or more below grade level in reading will be given the opportunity to participate in an intensive intervention reading program. Students will be identified for this program using different data results and assessments.</p> <p>B. CSR Intervention teachers will support K-3 Foundational Skills/Early Literacy/Primary intervention with supplies and materials to support this program.</p> <p>C. CSR Intervention teachers will continue to participate in staff development on intervention, prevention, and course access software licenses to include Language! (4-6), V-Port(K-3).</p> <p>D. Teachers will continue to be provided with upgrades, computer replacements,</p>	<p>1.2 Intervention: Actions were implemented as follows: A. Students in grades 1-6, who are two levels or more below grade level in reading, were given the opportunity to participate in intensive intervention push-in classroom reading program. Students were identified for this program using different data results and assessments such as DIBELS, BTSP, Istation, running records, Istation and UOS assessments.</p> <p>B. Intervention teachers supported K-6 Foundational Skills/Early Literacy and targeted gaps in literacy with intervention. Supplies and materials were purchased and used to implement and support this program.</p> <p>C. Intervention teachers participated in staff development on intervention,</p>	<p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$68,667.00</p> <p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$68,667.00</p> <p>CSR Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$140,161.00</p> <p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$6,500.00</p>	<p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$68667</p> <p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$68667</p> <p>CSR Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$140161</p> <p>Teacher Hourly and Substitute Teacher Release Time ***FROZEN*** 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>and N-Computing system purchases on a computer enhancement and replacement cycle. In order to meet the Common Core State Standards needs of our students, teachers, and staff for now and in the future, we will monitor and purchase the necessary equipment to provide CCSS-aligned tools.</p>	<p>prevention, and course access software licenses including DIBLES, V-port (K-3) and Istation (4-6)</p>	<p>Supplemental Materials and Supplies including technology supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$4,440.00</p>	<p>Supplemental Materials and Supplies ***FROZEN*** 4000-4999: Books And Supplies Title I Basic -- 3010 \$2400</p>
<p>E. Resources will be purchased to supplement classroom instruction to meet the rigor of the grade level standards.</p>	<p>D. Teachers continue to be provided with upgrades, computer replacements, and N-Computing system purchases on a computer enhancement and replacement cycle. In order to meet the Common Core State Standards needs of our students, teachers, and staff for now and in the future, equipment is monitored and purchased as necessary to provide CCSS-aligned tools.</p>	<p>\$</p>	<p>Supplemental Classroom Technology Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>
<p>F. Extended Day Learning and Student Engagement Opportunities - Students will be invited to participate in academic review/remediation/enhancement activities to increase student achievement, as well as, engage in school activities.</p>	<p>E. Resources were purchased to supplement classroom instruction to meet the rigor of the grade level standards in the area of Guided Reading.</p>		
<p>G. Resources will be purchased to supplement classroom instruction to meet the rigor of the grade level standards. Including technology and software support for classroom integration (mobi devices, student printers)</p>	<p>F. Extended Day Learning and Student Engagement Opportunities - Students were invited to participate in academic review/remediation/enhancement activities to increase student achievement, as well as, engage in school activities. Students participated in ELA, mathematics, athletics, technology and arts programs.</p>		
<p>H. The Communication Enhancement Program (CEP) at West Riverside is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may</p>	<p>G. Resources were limited and used towards providing sub time for grade level collaboration release time.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>receive differentiated instruction based upon a tiered pyramid of interventions.</p>	<p>H. The Communication Enhancement Program (CEP) at West Riverside is designed to provide voice, fluency and/or articulation skill enrichment. The CEP served as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students received differentiated instruction based upon a tiered pyramid of interventions.</p>		
<p>1.3 Staff Development/Collaboration A. The school will facilitate and support teacher grade level (TK-6) collaboration meetings in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in ELA/Math (e.g., use of regularly scheduled meetings focused on lesson delivery and data analysis). The principal will monitor collaboration planning for each grade level to ensure that best practices are being discussed and data is being used to drive classroom instruction through classroom walk-throughs and collaboration meeting minutes. B. Release time will be provided for RSP teacher to plan instruction with general ed teacher on inclusion and how to address the needs of RSP students in the class. Teachers will plan using best practices and focus on various instructional models for inclusion.</p>	<p>1.3 Staff Development/Collaboration Actions were implemented as follows: A. Teacher grade level (TK-6) collaboration meetings were facilitated and supported. Meetings were held each trimester in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted programs in ELA/ELD/Math/NGSS. Principal monitored collaboration planning for each grade level to ensure that best practices and strategies were being discussed and data was being used to drive classroom instruction through classroom walk-throughs and collaboration meeting agendas/minutes. B. Collaboration time was provided for RSP teachers to plan instruction with general ed teachers on inclusion and how to address the needs of RSP students within the classrooms. Teachers planned using best practices</p>	<p>Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$3,400.00</p> <p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$6,000.00</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$600.00</p>	<p>Technology Equipment ***FROZEN*** 4000-4999: Books And Supplies Title I Basic -- 3010 \$1400</p> <p>Teacher Hourly and Substitute Teacher Release Time ***FROZEN*** 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4000</p> <p>Software Licenses ***FROZEN*** 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>

**Planned
Actions/Services**

C. Teachers will continue to participate in professional development that outlines effective teaching strategies for all students during math review, ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. The Intervention teachers will attend district training sessions to increase instructional and research knowledge and build expertise. Intervention teachers will participate in staff development that focuses on best practice interventions and student monitoring. They will assist with and administer district monitoring assessments (DIBELS/Istation) to identify those students who need reading intervention. Intervention teachers will continue to provide early literacy, primary and intensive intervention support to all grade levels.

D. Teachers will participate in staff development on the newly adopted ELD standards that focus on integrated vs. designated ELD instruction. They will also continue to collaborate on strategies for increasing language acquisition for English learners and to work in grade-level teams for standards-based planning using common core standards and data analysis of UOS Post Assessments and Smarter Balanced results. The principal and teachers will continue to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring

**Actual
Actions/Services**

and with focus on various instructional models for inclusion.

C. Teachers continued to participate in professional development that outlines effective teaching strategies for all students in math review, ELD, strategic intervention support and implementation of CCSS in ELA/Math and NGSS. The Intervention teachers attended district training sessions to increase instructional and research knowledge and build expertise. Intervention teachers participated in staff development that focused on best practice interventions and student monitoring. They assisted with and administered district monitoring assessments (DIBELS/Istation) to identify students who need reading intervention. Intervention teachers continue to provide early literacy, primary and intensive intervention support to all grade levels.

D. Teachers participated in staff development on the ELD standards that focus on integrated vs. designated ELD instruction. JUSD provided professional development "Culturally Responsive Teaching" during minimum day collaboration. Teachers also continue to collaborate on strategies for increasing language acquisition for English learners and to work in grade-level teams for standards-based planning using common core standards and data analysis of UOS Post Assessments, DIBELS/Istation and Smarter

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

**Planned
Actions/Services**

student achievement in language acquisition and reading/language arts.

E. Teachers will continue to participate in the Smarter Balanced in Math Trainings during the 18-19 school year. They will be supported at the site by the math facilitator that can provide assistance with modeling and peer coaching, in addition, to support from Intervention teachers. Teachers will be provided with release time to develop action plans, identify best practices, observe other teachers, or meet with an exemplary model teachers/consultants.

F. Teachers will be provided staff development on the Next Generation Science Standards (NGSS) UOS and planning of lessons using these standards. Technology facilitator will provide technology staff development on topics such as Haiku, GAFE, Common Sense Media, and Digital Citizenship. A technology plan will be developed by my site committee and implemented throughout the school year. Additional training with SUTW and AVID 3 column notes will be provided for teachers and a grade level articulation of grade level writing expectations will continue to be refined and put into practice K-6.

G. Collaboration release days will be focused on strategic and purposeful professional development including instructional rounds, micro teaching, Impact team success criteria, planning

**Actual
Actions/Services**

Balanced results. The principal and teachers worked together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring student achievement in language acquisition and reading/language arts.

E. Teachers were offered Math refresher/trainings during the 19-20 school year. They were supported at the site by the Balanced Math Facilitator that provided assistance with modeling and peer coaching (math fun, poster method, etc.) Teachers, along with their students (Grades 2-6) were provided grade level targeted "measurement day" opportunities where their students circulated thru mathematical stations with expert teachers providing and modeling teaching best practices and providing grade level CCSS supports and strategies for the students. Teachers were provided release time to develop action plans, identify best practices, observe other teachers, and meet with a exemplar model teachers/consultants.

F. Teachers were provided staff development on the Next Generation Science Standards (NGSS), UOS and planning of lessons using these standards. Technology facilitators and Media Clerk provided technology staff development on topics such as PowerSchool, GAFE, Common Sense Media, Class DOJO, and Digital Citizenship. A technology plan was

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

**Planned
Actions/Services**

and collaboration of scoring and/or using Evidence Analysis Action (EAA) tool, Data Analysis (DIBLES/Istation) SMART goals and next steps, NGSS implementation, early literacy development, inclusion practices and ELD implementation and strategies.

**Actual
Actions/Services**

developed and implemented throughout the school year. Additional training with AVID strategies was provided for teachers and a grade level articulation of grade level AVID and writing expectations continue to be refined and put into practice K-6.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

G. Collaboration release days focused on strategic and purposeful professional development including: micro teaching, Impact team success criteria, planning and collaboration of scoring and/or using Evidence Analysis Action (EAA) tool, Data Analysis (DIBELS/Istation), SMART goals and next steps, NGSS implementation, early literacy development, inclusion practices and ELD implementation and strategies.

1.4 Pre-School Transition to TK and/or Kindergarten

A. West Riverside will communicate to parents the board policies and other requirements of the Transitional Kindergarten program.

B. Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus.

C. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students.

1.4 Pre-School Transition to TK and/or Kindergarten

Actions were implemented as follows:

A. West Riverside communicated to parents the board policies and other requirements of Transitional Kindergarten program.

B. Pre-school students visited TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus.

C. Pre-school and TK/Kindergarten teachers met. There are joint

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>D. Registration information for TK and kindergarten will be in the spring in both English and Spanish. The school will hold transition meetings for parents.</p> <p>E. Pre-school teachers will encourage parent involvement in activities. Pre-school parents will be invited to all school activities and functions.</p>	<p>activities between pre-school and TK/K students.</p> <p>D. Registration information for TK and kindergarten is in the spring in both English and Spanish. The school will hold transition meetings for parents.</p> <p>E. Pre-school teachers encouraged parent involvement in activities. Pre-school parents were invited to all school activities and functions.</p>		
<p>1.5 AVID A. Students will be provided with binders to keep their agendas and classwork using dividers. Students will be learning AVID skills that promote organization and college readiness.</p>	<p>1.5 AVID Actions were implemented as follows: A. Students were provided with binders to keep their agendas and classwork using dividers. Students continue to learn AVID skills that promote organization and college readiness. Parents/Teachers/Students/Staff participated in "AVID day" activities each trimester. (T1 + College Kick-Off, T2 AVID Strong: Vocational & Military Branch Focus Day, T3 Career Day) 5 teachers and the principal attended AVID Summer Institute 2018 in San Diego, California. RIMS AVID coach supported the staff with professional development on AVID strategies including note taking, 3 column notes, calibrating grade level AVID expectations and community involvement.</p>	<p>Travel/ Conference 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,000.00</p> <p>Teacher Hourly and Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,000.00</p> <p>Materials & Supplies, Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000.</p> <p>Materials & Supplies, Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$454</p>	<p>Travel/ Conference ***FROZEN*** 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Teacher Hourly and Release Time ***FROZEN*** 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1500</p> <p>Materials & Supplies, Incentives 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p> <p>Materials & Supplies, Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$454</p>

Analysis

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

West Riverside has UOS (Units of Study) representatives in UOS Math and in ELA, who work to revise and refine UOS units and share out information with staff along with the administrator. Grade level team leaders work with their grade level to implement the California state standards through the use of UOS, following suggested pacing guides and administering performance tasks. Grade levels teams meet weekly and work collaboratively to plan instruction, discuss instructional strategies, and analyze student work as well as assessment data. West Riverside has a representative on the District Science Committee who works to revise and refine science units and share out information with staff along with the administrator. Grade level team leaders work with their grade level to implement the NGSS science mini units.

Grades 1 and 4 have sent representatives along with our site NGSS representative to attend NGSS (Next Generation Science Standards) training provided by the district. Teachers have participated in site training on AVID (Advancement Via Individual Determination) provided by consultants, lead teacher, and site administration. Digital gateway training has been provided by our media clerk. The fourth grade team, fifth grade team, SDC (4-6) and special education representative are participating in Impact Team training and implementation within classrooms. Other grade levels are also engaged in looking at foundational standards for their grade level and beginning the process of looking at the development of rubrics to inform instruction and the feedback process. The Impact teachers specifically participated in staff development that focused on analyzing student work, developing success criteria, develop rubrics in an effort to build student efficacy. They provided a professional development session for the West Riverside teachers that focused on the Impact Team focus and efficacy. Follow up coaching with district staff and consultant provided additional guidance in implementing ELA, Math NGSS and Impact Team model. Testing themes and attendance incentives are in place and to ensure motivation, enthusiasm and participation in testing. (ELPAC and CAASPP).

UOS and common grade level assessments have been implemented site wide. Classroom observations, grade level planning, and data analysis reflect the implementation of UOS assessments as well as common assessment across the grade level. Grade level leaders submit summary data after each Wednesday collaboration and/or trimester release day.

Reading intervention has been fully implemented across all grade levels TK-6 as evidenced by master schedules submitted, DIBELS data (grades TK-3), classroom observations, grade level meeting minutes, and Istation data (In grades 4-6). There has been an increase in reading fluency among our primary grades as evident by DIBELS assessment data. Primary intervention continues in grades K through third grade and Upper intervention in grades 4th, 5th and 6th grades. Selected/invited kindergarteners are being provided additional supports with an extended school day with their Kinder Teachers. Selected First Grade students are being provided additional supports with 1 hour, four days per week by Kindergarten teachers. In addition to the Kinder daily support block for guided reading, the guided reading schedule allows for all site BLTS to push into K-6th grade classrooms four times a week to help lead even more focused, small group instruction. Guided Reading books were purchased by the site for Grades K, 1st, 2nd and 3rd to expand district-provided same publisher Guided Reading sets of books for 4th, 5th and 6th grades. RSP teachers and instructional aides provide in class support at all grade levels to support students with special needs within their classroom setting. A master schedule of all support staff including RSP, Intervention Teachers and BLTs has been coordinated to provide as much support in Guided Reading in the classroom setting as possible.

ELD has been fully implemented in grades TK-6. Classroom schedules reflect designated ELD instruction daily in every classroom. Observations reflect integrated ELD across subject areas. Language Services will be providing Culturally Responsive Training in March to support ELD strategies and practices. Five Bilingual Tutors provide focused and intensive support for English Learners within the classroom setting 4 days each week. In several classrooms the BLT works along with the classroom teacher and Intervention teacher to implement small group instruction centered around fundamental and guided reading opportunities and supports. BLT's have attended professional development opportunities offered by the district and follow-up instructional support with Intervention Teachers focusing on Guided Reading strategies and best practices of working with small groups within the classroom setting. Administrator and Intervention Teachers support staff with looking at developing academic language structures and practices schoolwide.

SST Team works closely with teachers to ensure that students are given best first instruction and interventions in the classroom. Intervention teachers are a part of this team and are essential when identifying additional support systems for given students. RSP and PBIS/PRIDE team members are also essential to the SST team and in addition to academic discussions during SST, inputs for Behavior Support Plans and referrals for mental health, etc. are also looked examined, developed and refined.

Technology strategies and resources are fully implemented in grades TK- 6. There are disparities in the depth of implementation but all students continue to utilize their chromebook as a tool to supplement and enhance classroom instruction within all subjects. District TSAs will be invited to site to support efforts in staff desires to explore newly installed classroom technology and the use of Skype and virtual field trip opportunities. Master schedules for the EMCC reflect the support that has been provided with the implementation of chromebooks, digital citizenship and other instructional resources across all grade levels. At every library visit, students are engaged in literature and making activities that supports the curriculum. The West Riverside EMCC provides Maker's Space lessons and activities within the library and looks forward to growing, strengthening and providing more opportunities with the soon to be NEW library and Innovation Center on the West Riverside campus. Student's technology skills have greatly improved because of the daily usage of chromebooks and the monthly Digital Citizenship grade-level lessons conducted school-wide. There is a consistent emphasis campus wide to educated students on the proper usage of technology.

All students in grades TK-6th participate in AVID. Students were provided with all necessary supplies to cover the three goals set by the AVID committee; Agenda, Binder, and Note-taking. Purchase requisitions reflect the purchase of binders, folders, pocket pouches, dividers, pencil boxes, table caddies, highlighters, and agendas as determined age appropriate by Site leadership team and suggested by AVID consultants. The requisition of print to provide agendas for grade levels 3 to 6 demonstrates the full implementation of supports for AVID. An electronic binder of evidence has been constructed by teachers at every grade level that is authentic evidence of AVID alive and thriving on the West Riverside campus. One day each trimester has been designated as an AVID day. (Trimester 1= College Kick-Off Day, Trimester 2 = AVID Strong & Vocational/Military Day, Trimester 3 = Career Day) These days have included all grade levels rotation of students during a minimum day to participate in College and Career focused lessons. AVID professional development has been provided by the site AVID trained teachers for the staff and AVID RIMS coach has provided professional development for all teachers. Parents, including SSC, ELAC and PALs have been presented the 3 lessons developed and outlined on the JUSD College and Career Powerschool Learning resource page.

Grade level minutes in Kindergarten reflect the practices discussed to transition preschool students to Kindergarten. Emails and flyers also reflect the full implementation of including Preschool students and families in school activities. Currently there are students receiving CEP services at West Riverside. The speech pathologist does attend SST meetings to determine the need for these services.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

CAASPP results are showing schoolwide INCREASE OF 9.7 in ELA and 7.2 in Mathematics! - Primary Interventions and expansion to upper grades with guided reading and small group instruction have helped to improve and strengthen in the area of ELA. West Riverside staff evaluations have been conducted in the area of designated ELD and Guided Reading. Further efforts for collaboration and communication between grade levels has been focusing on best practices with ELA, Math and ELD instruction. Intervention Teachers, BLT's and SpEd staff have joined the collaboration process and communication during minimum days and grade level release days to focused planning and interventions more collaboratively, strategically and purposefully in 2019-2020.

Impact Team training and implementation has enabled our fourth and fifth grade teachers to be trained in teacher efficacy, develop student success criteria and rubrics in efforts to build student efficacy. Impact Teams teachers teach their students how to be reflective in their writing and how to analyze their work. Follow-up coaching with district staff, consultant, and the principal provides additional guidance in implementing this model. In addition to impact Teams, i-Station, and extending DIBELS to 3rd grade has further increased students' abilities in reading which ultimately affected our test results and supported foundations that will lead to success in students' future college and careers.

CAASPP ELA Actual Progress, Fall 2019

School: -44.6 points below standard; Increased 9.7 - YELLOW

SED: -46.0 points below standard; Increased 9.2 points - YELLOW
EL: -56.6 points below standard; Increased 11.0 points - YELLOW
SWD: -131.3 points below standard; Increased 26.0 points - ORANGE
Hispanic: -47.0 points below standard; Increased 9.5 points - YELLOW

CAASPP Math Actual Progress, Fall 2019

School: -55.2 points below standard; Increased 7.2 points - YELLOW
SED: -55.2 points below standard; Increased 7.5 points - YELLOW
EL: -63.0 points below standard; Increased 8.7 points - YELLOW
SWD: -133.7 points below standard; Increased 16.8 points - ORANGE
Hispanic: -57.4 points below standard; Increased 7.6 - YELLOW

English Learner progress remains strong and steady at West Riverside:

TOTAL Enrollment - 680

TOTAL English Learners - 378 = 56%

45% making progress towards English Language Proficiency

23.5% ELs who Decreased at Least One ELPI Level

31.5% ELs who Maintained ELPI Leves 1,2L,2H,3L,3H

2.9% ELs who Maintained ELPI Level 4

42% ELs who Progressed at Least One ELPI Level

RECLASSIFIED STUDENTS

RECLASSIFICATION OF STUDENTS 19-20 (February 2020)

26 Students

Reclassified Students 17-18 = 45 Students

Reclassified Students 18-19 = 80 Students

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Differences between Proposed Expenditures and Estimated Actual Expenditures include the following:

Additional expenditures took place to provide further resources for all grade levels to support ELA standards instruction and more specifically guided reading instruction.

Additional expenditures took place to provide teacher collaboration and release time for all grade levels to support ELD standards; specifically Designated and Integrated ELD instruction based on data teachers collected during trimester TELP assessments. An increase in the estimated actual expenditure is anticipated as a new photocopier may be needed and more cost effective.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals in ELA and Mathematics will continue to be addressed more closely. Teachers and support staff will continue to provide first best teaching practices for all students in ELA and in Mathematics including Balanced Math, and Math FUN to collaborate to refine practices. We will continue practices in micro-teaching activities and small group instruction in ELA and Math at the site level and possibly within district.

Goals in ELD will continue to be examined and refined to support our English Learners with first best instructional practices. Teachers and support staff will be looking at developing academic language structures and practices schoolwide.

This data indicates a need to continue a firm commitment to refine and deepen current practices regarding college and career readiness. Such practices include, expanding and refining Impact teams, AVID strategies and implementation, Primary Intervention for reading foundational practices, Guided reading small group support in upper grades, and Inclusive practices school wide.

Impact team expansion and refinement is to include the addition of new grade levels accompanied with professional development, grade level specific coaching, and an emphasis on Impact practices during grade level planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID Path or Summer Institute training. Previously trained staff may also be provided a review of WICOR strategies at either AVID Path or Summer Institute trainings. Whole staff support will be provided through professional development and coaching by consultants, site AVID lead teachers, and site administration. Assessments will be conducted in grades 3-6 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The West Riverside site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals.

Interventions will continue to be implemented in grades Kindergarten through 6th. Additional resources, training, and planning time will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Resources and training will largely center on small group and guided reading implementation. Intervention teachers will continue to support Bilingual Language tutors through the Guided Reading process and refine the support of Foundation Reading skills. The Intervention teachers will continue to support teachers with Reading Running records and modeling lessons for Guided Reading. We will be researching alternative methods of supporting students who are struggling with English Language Arts and Mathematics.

Our SST Team will continue to meet to form plans of intervention strategies for struggling students. Our students who are struggling emotionally will be supported through referrals to district supports. Intervention teachers, school psychologist, and speech pathologist are part of this team and are essential when identifying additional support systems for given students. The PBIS/PRIDE coaches provide support for those students who are in need of social skills awareness.

There is a school wide need to provide more student support to NGSS science. West Riverside had 13% of the students scoring 3's or 4's on 2019 Science CAASPP. (JUSD 19%)

100 students tested
32% NOT MET
55% NEARLY MET
11% MET
2% EXCEEDED
TOTAL MET/EXCEEDED 13%

With the opening of our Innovation Center on campus we will have a strategic and purposeful school wide focus for all grade levels to explore and master science standards. Classes/Grade Levels will visit the Innovation Center on a bi-weekly basis to implement NGSS mini units and work more in depth with grade level science standards. Students will be invited to attend Innovation Center activities with a focus on science activities and develop vocabulary, engage in experiments and explore essential scientific understandings during the instructional day, recess, lunch and after school.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School attendance rate	Goal: School Attendance Rate to Maintain or Increase by 1% for 19-20	Actual: School Attendance Actual: 95.81% Year to Date (18-19)
P5 Chronic Absenteeism rate	<p>Goal: Reduce Chronic Absenteeism rate by 0.5% or maintain rate exceeding District/County/State percentages</p> <p>2017-2018:</p> <p>10.4% School wide (Increase of 2%)</p> <p>District: 8.8% Riverside: 12.5% Statewide: 9%</p>	<p>2018-2019 Actual: Chronic Absenteeism rate: CA DASHBOARD</p> <p>11.8% School wide (Increase of 1.5%)</p> <p>District: 9.7% (Increase of 0.9%) Statewide: 10.1% (Increase of 1.1%)</p> <p>JUSD ATTENDANCE DATA BY GRADE LEVELS & SUB GROUPS</p> <p>ALL: (699) 95.8% EL: (466) 96.2% RSP: (67) 94.5% SE: (13) 93.0%</p> <p>TK: (20) 92.2% EL: (10) 91.5% RSP: (1) 73.3%</p> <p>K: (78) 95.2% EL: (53) 95.3% RSP; (1) 98.1%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		1: (78) 95.96% EL: (53) 96.3% RSP (2) 97.4% 2: (93) 95.55% EL: (63) 95.98% RSP: (5) 92.45% 3 (108) 95.87% EL: (61) 95.82% RSP: (18) 95.80% 4 (107) 96.32% EL: (74) 96.91% RSP: (11) 93.95% SE: (3) 86.91% 5 (112) 95.93% EL: (76) 96.49% RSP: (17) 96.33% SE: (5) 93.67% 6 (104) 95.71% EL: (77) 96.75% RSP: (12) 91.05% SE: (5) 97.33%
P6 Pupil Suspension rate	Goal: Maintain or Reduce Pupil Suspension rate Remain below district average for suspension and apply alternatives to suspension 2019-2020: 0.3% School wide maintain or better (Maintain Blue)	Actual: Pupil Suspension rate: 2018-2019: 0.3% School wide (Blue) = 2 SUSPENSIONS Maintained of 0.1% maintained "Blue" status District: 3.6%, Maintained "Yellow" status
P6 Surveys of pupils, parents, teachers on sense of safety	Goal: Increase parent survey response and increase positive responses on survey results focusing on Safe and Orderly School practices	2018-2019 Outcome: LCAP Survey Expected Outcome: How safe do you feel at your school? LCAP Survey, Parents: 85% Extremely Safe to Moderately Safe

Metric/Indicator	Expected Outcomes	Actual Outcomes
		LCAP Survey, Students: 89.23% Extremely Safe to Moderately Safe LCAP Survey, Staff: 73.33% Extremely Safe to Moderately Safe
P6 Surveys of pupils, parents, teachers on sense of safety	Goal: Increase Student survey response and increase positive responses on survey results focusing on Safe and Orderly School practices	NO REVISED DATA AVAILABLE 2019-2020 Student survey: California Healthy Kids Survey Actual: 2018-2019: 98% percent of 5th grade students surveyed reported feeling safe at least some of the time/all the time. The breakdown was as follows: 56% of students reported feeling safe all of the time 25% of students reported feeling safe most of the time 17% of students reported feeling safe some of the time 2% of students reported never feeling safe

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Safe and Healthy School Environment A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, bullying assemblies, digital citizenship, common sense media, health awareness workshops)	2.1 Safe and Healthy School Environment Actions were implemented as follows: A. School created and maintained a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities including; Red Ribbon Week Oct. 28 - Nov. 2, The Great Kindness	Health Care Aide 3hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$10,932.00 Health Care Aide 3hrs. (.50) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$10,934.00	Health Care Aide 3hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$10932 Health Care Aide 3hrs. (.50) (District picked up) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Supervisors will be participating in trainings that focus on conflict resolution and positive reinforcement. Supervisors will supervise PTA sponsor events that may require additional supervision. Supervisors will also provide babysitting for parent trainings and meetings such as PTA, ELAC, and SSC.</p>	<p>Challenge - Kindness Week 1/27-2/8, digital citizenship campus wide expectations, common sense media monthly grade level lessons, Nutritional Pathways classes (4th grade) and health awareness workshops. The Anti-Bully Club for students met weekly on campus and continued to thrive for students in grades 4-6. Anti-Bully coordinators attended Anti-Bully conference to learn, develop and activate current trends and resources appropriate for the West Riverside students. PRIDE coordinators (PBIS/SEL) attended district meetings focusing on social-emotional learning strategies to support and manage a safe campus</p>		\$10934
<p>C. Safety coordinator will annually revise the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. The plan will be approved every year by the school site council.</p>	<p>B. Supervisors participated in trainings that focused on safety, conflict resolution and positive reinforcement. Activity Supervisors supervised PTA sponsored events that required additional supervision. Activity Supervisors also provided babysitting for parent trainings and meetings such as PTA, PALS, ELAC, and SSC.</p>	<p>Three Activity Supervisors (2.5 hrs each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$29,465.00</p>	<p>Three Activity Supervisors (2.5 hrs each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$29465</p>
<p>D. Mental Health supports will be provided to students with the hiring of Mental Health Interns as well as referrals by teacher or parent. Mental Health Interns will also provide assistance with social skill development in support of positive behavior at school.</p>	<p>C. Safety coordinator revised the Safe School Plan to include these essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. The plan was approved by the school site council on February 20, 2020.</p>	<p>Mental Health Interns 5000-5999: Services And Other Operating Expenditures \$0</p>	<p>Mental Health Interns (No costs) 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>
<p>E. Health aide will provide appropriate health care and nursing services. Activity supervisors will provide appropriate campus supervision, enforce the school dress code, and enforce school rules and procedures. Students and staff will participate in monthly fire drills and practice disaster procedures.</p>		<p>Classified hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>	<p>Classified hourly ***FROZEN*** 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p>F. Staff will annually revise and distribute parent/student handbook. PBIS coordinator and staff will provide a schoolwide assertive discipline</p>		<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Materials & Supplies ***FROZEN*** 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$300</p>
		<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1500</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1500</p>
		<p>Consultants 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000.00</p>	<p>Consultants 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000</p>

**Planned
Actions/Services**

program.(PBIS Program). PBIS implementation will include training and materials for teaching social skills with social skills posters, class dojo, SNACK ATTACK Parties, DRAGON attendance rewards, and incentives.

G. Extracurricular activities for students using teachers/consultants/support staff to provide enriching opportunities/activities for students to be actively involved to enhance social and emotional well-being.

H. West Riverside will operate the 100 Mile Club that focuses on student health and well being by having them participate in running and monitoring the number of miles they have run. Students will develop self-monitoring strategies. Supervisors and staff will provide additional student supervision to ensure student safety.

**Actual
Actions/Services**

D. Mental Health supports were provided to students via referral to district support staff.

E. Health aide provided appropriate health care and nursing services. Activity supervisors provided appropriate campus supervision, enforced the school dress code, and enforced school rules and procedures. Students and staff participated in monthly drills including fire, earthquake, and lock-down procedures. In each drill the school community practiced and discussed disaster procedures.

F. Staff revised the parent/student handbook. PRIDE (PBIS/SEL) coordinators and staff provided a schoolwide assertive discipline program, which focused on a weekly social skill and campus area behavior expectations. PRIDE implementation included training and materials for teaching social skills with social skills posters and lesson plans, class dojo, attendance SNACK ATTACK parties, WR P.R.I.D.E. Personal Responsibility in Daily Effort, DRAGON monthly attendance with rewards, and incentives. Morning announcements include and reinforce weekly focus on Area and Behavior Expectations and celebrate individual and group successes with positive behavior and attendance focus.

G. Extra curricular activities for students were offered using

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>teachers/consultants/support staff in providing enriching opportunities/activities for students to be actively involved to enhance social and emotional well-being. (Soccer Club, Basketball Club, Dance Club, Anti-Bully Club and Saturday School)</p> <p>H. West Riverside operated the 100 Mile Club that focused on student health and well being by having them participate in running and monitoring the number of miles they ran. This has been a challenge as the measured course for mileage has been altered many times within the school year due to construction on campus. Students developed self-monitoring strategies. Supervisors and staff provided additional student supervision to ensure student safety. Student and Staff milestones were announced monthly during Morning Announcements and end of the year awards.</p>		
<p>2.2 Positive Behavior Intervention Support (PBIS) A. The PBIS coach along with the PBIS committee will facilitate the implementation of the components of the PBIS model. Teachers will teach short lessons that focus on the sixteen character traits.</p> <p>B. The PBIS coach will provide staff development and support in planning</p>	<p>2.2 Positive Behavior Intervention Support West Riverside PRIDE: (PBIS/SEL)</p> <p>Actions were implemented as follows:</p> <p>A. The PRIDE coaches facilitated the implementation of the components of the PBIS/SEL model. Teachers taught short lessons in the classrooms that</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000.00</p> <p>Printing and Supplemental Student Materials</p>	<p>Teacher Hourly and Substitute Teacher Release Time ***FROZEN***</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Printing and Supplemental Student Materials ***FROZEN***</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>these short lessons. Student incentives will be given in the classroom and schoolwide to reward positive behavior.</p> <p>C. Students will participate in trimester character reward activities where a teacher will choose those students who demonstrated PBIS behavior throughout the trimester.</p> <p>D. Morning announcements will include tips and suggestions for implementing the PBIS weekly behavioral skill and campus area expectations.</p> <p>E. The Responsibility Room will be provided for students to reflect on behavior strategies and skills to be successful on the campus.</p> <p>F. PBIS coach will hold meetings with the committee to review discipline data and brainstorm schoolwide interventions that promote good citizenship inside and outside the classroom.</p>	<p>focused on sixteen character traits throughout the year.</p> <p>B. The PRIDE coaches provided staff development and support in planning social skills and campus area behavior expectations short lessons. Student incentives were given in the classroom and schoolwide to reward positive behavior. DRAGON DEED coupons were given to students that were caught doing their BEST. Positive behavior was rewarded to students by students and staff and the recipient coupon was put into the weekly drawing. Drawings were held weekly and winners were announced on the morning announcements. Staff participated in HELPING HANDS coupons where staff recognize other staff members for helping. Helping Hands coupons were drawn weekly and announced during morning announcements.</p> <p>C. Students participated in monthly character building activities. Teachers chose students who demonstrated West Riverside PRIDE behavior throughout the trimester and awards were presented for each grade level K-6 at the trimester awards assemblies.</p> <p>D. Morning announcements included tips and suggestions for implementing the Weekly West Riverside PRIDE Behavioral Skill and Campus Area Expectations with a focus on</p>	<p>5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,500.00</p> <p>Materials and Supplies and Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>	<p>5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2000</p> <p>Materials and Supplies and Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>individuals being SAFE, RESPECTFUL & RESPONSIBLE.</p> <p>E. The Responsibility Room provided time for students to reflect on behavior strategies and skills to be successful on the campus.</p> <p>F. PRIDE coach held meetings with staff to review discipline data and brainstorm schoolwide interventions that promoted good citizenship inside and outside the classroom.</p>		
<p>2.3 Attendance and Leadership Support</p> <p>A. The staff will develop and implement attendance incentives such as classroom trophies, attendance medals, and certificates to promote attendance. SNACK ATTACK is a no-tardy program where classes get incentives when the class spells out SNACK ATTACK (11 days) with no tardies.</p> <p>B. Student Ambassadors (6th grade nominated students) will serve the campus in the Student Ambassador role. They will provide leadership for K-6 students as they assist with assemblies, parent programs, new student orientation, Attendance BBQ's, Anti-Bully club, Back to School night and first days of school.</p>	<p>2.3 Attendance and Leadership Support: a</p> <p>Actions were implemented as follows:</p> <p>A. The staff developed and implemented attendance incentives such as classroom trophies, attendance medals, and certificates to promote attendance. SNACK ATTACK is a no-tardy program where classes received incentives when the class spelled out SNACK ATTACK (11 days) with no tardies. The monthly DRAGON ATTENDANCE AWARD was presented to the Upper & Lower grade classroom with the best % of attendance. These classes were then the DRAGON keeper and housed the school stuffed dragon in their classroom for the month.</p> <p>B. Student Ambassadors served the West Riverside community with modeled positive behavior as they provided leadership assisting with</p>	<p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,500.00</p>	<p>Supplemental Materials and Supplies ***FROZEN*** 4000-4999: Books And Supplies Title I Basic -- 3010 \$750</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

	Back to School Night, first days of school, new student orientation, parent programs, assemblies, welcoming special visitors on campus, Perfect Attendance BBQ, Anti-Bully club activities and everyday campus role modeling.		
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Analysis

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

Many strategies/activities have been fully implemented to support improved attendance which reflects a safe and orderly learning environment. California Dashboard indicates an Increase of 1.5% on Chronic Absenteeism rate for West Riverside. Schoolwide our attendance rate as of February 2020 is 95.8%. Our RSP and SE subgroups are below 95%. (RSP = 94.5%, SE 93%) All Grade levels are at 95% except TK with a 92.2%. Keeping the goal of 96% attendance our focus will use strategic and purposeful strategies on identified barriers preventing each grade level/sub group from reaching our 96% attendance goal:

GRADE TK: (20) 92.2%	GRADE K: (78) 95.2%	GRADE 2: (93) 95.5%	GRADE 4: (107) 96.32%	GRADE 5 (112) 95.93%
GRADE 6 (104) 95.7%				
EL: (10) 91.5%	EL: (53) 95.3%	RSP: (5) 92.45%	RSP: (11) 93.95%	SE (5) 93.67%
RSP (12) 91.05%				
RSP: (1) 73.3%			SE: (3) 86.91%	

Attendance incentives, Attendance meetings, Saturday School, and awards have been put in place to achieve the goal of a safe and orderly learning environment. Students receive awards at assemblies including perfect attendance recognition and invitations to the Perfect Attendance BBQ each trimester. Student incentives include entering in a drawing for Pizza with the Principal each Trimester. Each month, one upper grade and one lower grade classroom are recognized for the highest percent of perfect attendance and presented the DRAGON ATTENDANCE AWARD. These classes are the DRAGON keepers for the month, a stuffed animal that lives in these classrooms for the following month. The attendance incentives are showing to be effective and promote student interest in being at school and on time each day. We hold SART meetings each trimester with parents of students who are beyond the attendance threshold. 36 meetings have been held this year to date and 11 more are scheduled for March 2020. Report cards address attendance issues each trimester with comments, principal highlights and initials on each student report card with attendance issues.

PBIS social skills implementation is ongoing throughout the school year. Teaching social skills and area expectations on a weekly basis in classrooms and in the Responsibility Room are in routine. Students work on conflict resolution whenever they encounter conflict with peers and are guided with supports from admin/other staff. DRAGON DEED coupons are given to students that were caught doing their BEST and weekly drawings are held for student incentives and announced during morning announcements. Positive behavior is rewarded to students by staff & peers and weekly drawings are held for prizes. Staff recognizes staff with HELPING HANDS COUPONS. There are weekly drawings for recognition each Friday. Our Pupil Suspension rate has decreased from 0.3% to 0.1%, maintaining "Blue" status on the California Dashboard for the past three years. West also reward students for being AVID Strong on a weekly basis with drawings for "Front of the Line" passes and monthly Shakey's Lunch Field Trip with the Principal.

Additional trainings (CPI, Anti Bully Convention, safety webinars, etc.) have been provided to teachers, supervisors, and support staff to support student and campus safety. Students are coached on conflict resolution and other issues by the School Psychologist, special education staff and site administration. Students are reminded and encouraged to meet behavior expectations in daily morning announcements.

100 Mile Club, the Fresh Fruits and Vegetables Program along with Harvest of the Month continue to be implemented throughout the school year in support of Healthy Living Initiatives. Students continue to be encouraged to participate through morning announcements, 100 Mile recognition monthly and at the end of the year.

Additional supervision was added to the district funding and school site funding for single point of entry. These additional positions continue to contribute to providing safety on campus.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Strategies/activities to support attendance, overall health, and safety appear effective when examining multiple measures.

Effectiveness is measured by maintaining and improving attendance rates, chronic absenteeism rates, and sustaining the site suspension rate. Parent meetings for SART and SARB will continue focusing on students that have chronic absenteeism and excessive tardies.

Staff safety concerns continue to be addressed and implemented in the Safe school plan. Vandalism/break ins are a concern at West Riverside. Work orders are submitted in a timely manner and safety concerns are addressed promptly. The office uses Raptor to identify visitors before all visitors enter the site. The SRO visits occasionally to assist/support with minor traffic/custody/discipline concerns.

LCFF Surveys reflect that 85% of Parents feel the site is safe; 89% of students feel the site is safe; 73% of staff feel the site is safe.

The Student Ambassador program supports and reinforces social skill development, student leadership responsibilities and positive interactions among students. Additionally, they are an integral part in welcoming and supporting new students and special visitors to our campus.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There is an expected increase in estimated actual expenditures for teacher hourly to fund various after school activities to support and maintain a safe, healthy disciplined, drug, alcohol, tobacco free learning environment. (Attendance Club, Healthy Living Club, Buddy Club, Sports clubs)

There is an expected increase in estimated actual expenditures for materials/supplies and training support to meet with Activity Supervisors and Office Staff more frequently to improve safety/discipline at recess and welcoming environment strategies for office.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional resources will be bought to support Attendance Hero pennants for each classroom to display when they have 100% attendance on a daily basis. A school wide graph with daily attendance goals and status will be on display in the office and MPR. Daily attendance goals and statistics will be announced daily and displayed on both office and MPR graphs.

Additional resources to increase substitutes for release time if needed for principal designees to address student discipline and campus concerns.

To strengthen our goal of parent communication/inclusion in school wide activities, the tech coordinators will be asked to increase West Riverside Social Media presence with designated release time.

Additional recess/lunch resources, activities and options continue to be a need due to the limited playground space on site during construction. (Game Room, Makers Space Library, Movie in the MPR, Jump Rope and Hula Hoop Zones, etc.)

To support the goal of Safe, Orderly and Inviting Learning Environment, there are undetermined costs for supplies, furniture, materials etc. for the new Innovation Center, Library, Maker's Space, Classrooms and Office.

To support NGSS and mathematics student achievement increase in school wide focus with additional costs for staffing and resource materials to include identified students with intervention strategies to close the gaps in their learning as identified by state testing, grade level assessments and teacher input.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	<p>Parent LCAP Survey areas that are below 90% will increase by 1%</p> <p>Parent Engagement Actual from LCAP SURVEY 2017-2018</p> <p>Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 90%</p> <p>Effectiveness of the front office staff communication with parents Extremely effectively/Moderately effectively: 85%</p> <p>Informed of school-wide activities Extremely well informed/Moderately well informed: 88%</p> <p>Informed of classroom activities Extremely well informed/Moderately well informed: 88%</p> <p>Welcoming environment Strongly agree/Moderately agree: 87%</p> <p>Satisfaction with Instruction Extremely satisfied/Moderately Satisfied: 92%</p>	<p>Parent Engagement Actual from LCAP SURVEY 2018-2019</p> <p>Satisfaction with the school? Extremely Satisfied/ Moderately Satisfied: 82%</p> <p>Effectiveness of the front office staff communication with parents Extremely effectively/Moderately effectively: 82%</p> <p>Informed of school-wide activities Extremely well informed/Moderately well informed: 82%</p> <p>Informed of classroom activities Extremely well informed/Moderately well informed: 86%</p> <p>Welcoming environment Strongly agree/Moderately agree: 79%</p> <p>Satisfaction with Instruction Extremely satisfied/Moderately Satisfied: 90%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Opportunities to be involved with school and district decision making: Yes 81%</p> <p>Reading Support Services meet student needs Extremely Satisfied/Moderately Satisfied: 90%</p> <p>Math Support Services meet student needs Extremely Satisfied/Moderately Satisfied: 92%</p> <p>How high or low are standards for behavior High and Very High: 78%</p> <p>Would recommend school to others Extremely Likely/Somewhat Likely 88%</p>	<p>Opportunities to be involved with school and district decision making: Yes 60%</p> <p>Reading Support Services meet student needs Extremely Satisfied/Moderately Satisfied: 85%</p> <p>Math Support Services meet student needs Extremely Satisfied/Moderately Satisfied: 89%</p> <p>How high or low are standards for behavior High and Very High: 71%</p> <p>Would recommend school to others Extremely Likely/Somewhat Likely 86%</p>
P5 Student Engagement	<p>Student LCAP Survey areas that are below 90% will increase by 1%</p> <p>Student Engagement data from LCAP SURVEY 2017-2018;</p> <p>Welcoming environment Strongly agree/Moderately agree: 81.66%</p> <p>Positive learning environment Strongly agree/Moderately agree: 83.06%</p> <p>Well Informed Extremely/Moderately: 84.57%</p>	<p>Student Engagement data from LCAP SURVEY 2018-2019:</p> <p>Welcoming environment Strongly agree/Moderately agree: 93.65%</p> <p>Positive learning environment Strongly agree/Moderately agree: 98.53%</p> <p>Well Informed Extremely/Moderately: 92.07%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 Student Engagement	<p>student CHKS Survey areas that are below 90% will increase by 1%</p> <p>Student Engagement data - CALIFORNIA HEALTHY KIDS SURVEY (5th Grade) 2018-2019:</p> <p>Students who feel connected to the school: 96%</p> <p>Students feel happy to be at our school Most of the time/All the time: 79%</p> <p>Students feel like they are part of this school Most of the time/All the time 70%</p> <p>Students feel grown-ups at school treat them with respect Most of the time/All of the time: 93%</p> <p>Students are proud to be of West Riverside Most of the time/All of the time: 74%</p>	<p>NO REVISED DATA AVAILABLE 2019-2020</p> <p>Student Engagement data - CALIFORNIA HEALTHY KIDS SURVEY (5th Grade) 2019-2020:</p> <p>Students who feel connected to the school: %</p> <p>Students feel happy to be at our school Most of the time/All the time: %</p> <p>Students feel like they are part of this school Most of the time/All the time %</p> <p>Students feel grown-ups at school treat them with respect Most of the time/All of the time: %</p> <p>Students are proud to be of West Riverside Most of the time/All of the time: %</p>
P6 Surveys of pupils, parents, teachers on sense of school connectedness	<p>Staff LCAP Survey areas that are below 90% will increase by 1%</p> <p>Staff Survey data from LCAP 2017-2018 (24 TOTAL SURVEYS)</p> <p>Welcoming environment Extremely/Moderately: 90.91%</p>	<p>Staff Survey data from LCAP 2018-2019 (17 TOTAL SURVEYS)</p> <p>Welcoming environment Extremely/Moderately: 100%</p> <p>Collaborative Culture</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Collaborative Culture Strongly Agree/Agree: 100%</p> <p>Opportunities to be involved with school and district decision making Yes: 77.27%</p>	<p>Strongly Agree/Agree: 78.59%</p> <p>Opportunities to be involved with school and district decision making Yes: 85.71%</p> <p>Feel parents are informed of school and classroom activities 100%</p> <p>Feel parents are informed of student academic performance 100%</p> <p>Believe overall climate and learning environment is positive 92.86%</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Parent Communication and Connectivity</p> <p>A. Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System. The school will provide a parent station to ensure all parents have access to parent connect and other district resources.</p> <p>B. Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class</p>	<p>3.1 Parent Communication and Connectivity:</p> <p>Actions were implemented as follows:</p> <p>A. Assistance was available for parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect, Class DoJo, PeachJar and Parent Phone System.</p> <p>B. Parents were informed regularly of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent</p>	<p>Translator Clerk Typist .50 (25%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$15,777.00</p> <p>Translator Clerk Typist .50 (25%) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$15,777.00</p> <p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$270.00</p> <p>Telephone Communications</p>	<p>Translator Clerk Typist .50 (25%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$15777</p> <p>Translator Clerk Typist .50 (25%) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$15777</p> <p>Postage ***FROZEN*** 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$200</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Dojo App, and phone calls, emails, & notes home.</p> <p>C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings.</p>	<p>Connect, parent phone system, Peachjar.com, Class Dojo App, and phone calls, emails, & notes home.</p> <p>C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, Back to School Postcards, flyers, office communication, and parent resources were provided in both English and Spanish to meet the needs of ALL English and Spanish speaking populations. Translators were provided for parent meetings when needed.</p>	<p>5000-5999: Services And Other Operating Expenditures \$</p> <p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$405.00</p> <p>Translator Clerk Typist .50 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$27,771.00</p>	<p>\$</p> <p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$405</p> <p>Worked 1/2 Year additional TCT 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$14000</p>
<p>3.2 Parent Involvement Opportunities A. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers.</p> <p>B. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner.</p> <p>C. The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, Math/ELA night, Back to School Night, Holiday Festivals, College & Career Day, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts.</p>	<p>3.2 Parent Involvement Opportunities: Actions were implemented as follows:</p> <p>A. Opportunities continue to be available for parents to participate in PALs Parent Workshops, PTA-sponsored events and as classroom volunteers. Parents were invited and welcomed on campus for all assemblies, movie nights, awards events and celebrations. Construction on campus has limited this participation and access to the campus this year.</p> <p>B. PALS: Parents As Learners workshops have been successful in providing information for parents to develop skills to use at home that support their child's academics and social emotional well being. Parent engagement in their children's education continued by helping</p>	<p>Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$326.00</p> <p>Classified hourly: Babysitting, supervision of students, hourly support staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$326.00</p> <p>Classified hourly: Babysitting, supervision of students, hourly support staff ***FROZEN***</p> <p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials and Supplies ***FROZEN***</p> <p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$400</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>parents develop skills to use at home that supported their children's academic efforts at school. Student binders and agendas provided daily information for parents to stay informed and active in their children's daily learning plans. Information was provided in both English and Spanish and was sent home in a timely manner.</p> <p>C. The school staff invited parents to participate in site-based activities such as the PALs Workshops, ELAC, PTA, 100 Mile Club, Math/ELA night, Back to School Night, Trimester Awards Assemblies, Holiday Celebrations, College Day, Career Day, Imagination Machine assembly. Book Fair, Band Concerts, Science Fair and classroom special events.</p>	<p>Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$586.00</p>	<p>Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$586</p>
<p>3.3 Parent Workshops A. The school will facilitate parent workshops that may focus on topics like technology, cyberbullying, nutrition, mental health, and other topics that may affect their children's well-being.</p>	<p>3.3 Parent Workshops: Actions were implemented as follows: A. The school has provided limited parent workshops due to campus construction and lack staffing available after hours. Each Trimester Parents as Learners workshops provided parents with information and strategies to support their students. Workshops included topics for parents including; Anti-Bullying, mathematics, ELD, ELA, technology, nutrition, mental health. West Riverside continues to support parents in preparing their students for college &</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,000.00</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Teacher Hourly and Substitute Teacher Release Time ***FROZEN*** 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Supplemental Materials and Supplies ***FROZEN*** 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>Materials & Supplies ***FROZEN*** 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	career readiness and overall well-being.		\$0
<p>3.4 Parent Engagement and Leadership</p> <p>A. Increase parent involvement in school/district advisory committees to review current school/district programs and make recommendations. School staff will provide regular updates to parents about classroom/school activities and programs through InTouch, monthly calendar and marquee.</p> <p>B. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, Gate advisory committee, and PTA. Babysitting will be provided.</p> <p>C. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with registration packets, developmental activity packets for summer prep and transition meetings for parents.</p>	<p>3.4 Parent Engagement and Leadership:</p> <p>Actions were implemented as follows:</p> <p>A. Parent involvement has decreased in school advisory committees to review current school programs and make recommendations. School staff provided regular updates to parents about classroom/school activities and programs through InTouch, Peachjar, website, Class DoJo, monthly calendar and school marquee.</p> <p>B. School staff provided to all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, Gate advisory committee, and PTA. Babysitting was provided.</p> <p>C. The school communicated to parents the board policies and other requirements of Transitional Kindergarten program. Parents were provided with registration packets, developmental activity packets for summer prep and transition meetings for parents.</p>	<p>Substitute Teacher: ELAC Meetings, Parent involvement planning, parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$547.00</p> <p>Classified hourly: Babysitting, supervision of students for parent meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,056.00</p> <p>Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$623.00</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>	<p>Substitute Teacher: ELAC Meetings, Parent involvement planning, parent training release time for teacher ***FROZEN***</p> <p>1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$500</p> <p>Classified hourly: Babysitting, supervision of students for parent meetings ***FROZEN*** 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$300</p> <p>Materials and Supplies: parent involvement flyers, copying, laminating, binders for parents, pens for front desk 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$623</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>

Analysis

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

Parent outreach continues to address academic, health, and safety concerns. Due to 56% of our students being English Learners and 44% English only, we translate all items that are sent home in print and Peachjar. A Translators also provide translation for phone calls and meetings such as IEP's, SST, SSC, ELAC, Parent Meetings and school events including assemblies, movie nights, awards events and celebrations. Additional modes of communication are in place such as marquee, PeachJar, school website, Facebook, twitter, etc. Teachers continue to implement the use of Class Dojo to keep parents informed of classroom activities and student progress. A new phone/speaker system has been installed and we are working thru some technical issues to ensure successful implementation of all functions for effective communication and emergency procedures both on and off campus. AVID Agendas have helped our students to be organized and to assist the parents to foster the school to home connection.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our student, staff, and parent survey LCAP data indicates that 82% of parents feel well informed and satisfied with West Riverside Elementary. 79% of parents feel West Riverside is a welcoming environment. Parent engagement opportunities were expanded to include more classroom participation using Class Dojo, schoolwide publications using Peachjar, and increasing messages through Intouch. All information continues to be sent home and posted in both English and Spanish and verbal translating is available when needed. The major construction that West Riverside campus is currently undergoing is challenging in all aspects, yet has been mostly successful in the eyes of our community. Communication is and will remain clear and consistent as these changes continue thru completion and afterwards. Parent involvement in site committees and volunteer work continues to struggle and we will continue to build relationships of trust and teamwork to build parent participation on campus.

According to the LCAP data, there was a increased from 82% to 94% of students feeling West Riverside is a welcoming environment. An increase was also indicated by students surveyed from 85% to 92% feeling well informed. In addition, 99% os students felt that West Riverside has a positive learning environment.

LCAP data continued to increase for staff feeling the school is Welcoming from 91% to 100%. 79% of the staff feel there is a collaborative culture on campus. 100% of staff feels the parents are informed of classroom/school activities and student academic progress. 79% of staff feel that there is a collaborative culture and 93% believe West Riverside has an overall positive climate and learning environment. We continue to address welcoming environments through facility upgrades and addressing safety needs.

Mental Health for student concerns is addressed thru referral process thru the district and there is no longer an assigned counselor on site.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Funding was provided to implement Parents And Learning (PALs) workshops each trimester to address and support parent support for student learning and well-being. With the implementation of guided reading in all grades and Impact teams at both fourth and fifth grades, there were some additional needs for subs to provide release time for teachers to collaborate.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

West Riverside will continue to increase parent communication through Peachjar and other forms of social media. We have established a schoolwide Class Dojo posting and will continue to encourage teachers to use Class Dojo as a use of classroom communication. As staff and school increases use of class Dojo and other forms of social media, parent engagement will increase as a result of parents being notified of what is going on in the classroom and at school. Parents will also be informed of behavior in a promptly manner. The use of the newly installed digital marquee in the parking lot and the digital communication board in the front office will benefit upcoming events and on-going successes on the West Riverside campus.

West Riverside will continue to offer parent workshops and opportunities for parents to be involved on campus regularly. Combining parent workshops or meetings with school functions and student performances may lead to higher levels of parent involvement. More time dedicated to staff collaboration may also increase communication between the school and our community. As staff increases their use of our various modes of communication, parents' engagement will increase as a result of parents being notified of what is going on in the classroom and at school.

Using our PBIS/AVID coaches, we will focus on building positive relationships with students. Daily Announcements and Agendas will continue to focus on highlighting activities and assignments that build on students feeling welcomed, informed and connected to West Riverside.

To strengthen our goals of parent connectivity, involvement and providing workshops, the PBIS/AVID coordinators will be asked to increase West Riverside opportunities to involve parents in activities with designated release time. Parent engagement and participation will increase and our welcoming environment will remain strong as there is a new front office housing all office staff and administration in one location on campus. West Riverside will be providing a "true" single point of entry on the campus.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	298,035.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	588,935.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	213180.00	0.00
Title I Parent Involvement -- 3010 1902	2376.00	0.00
Title I District -- 500 3010	68,667.00	0.00
Title III LEP -- 4203	8559.00	0.00
LCFF Suppl/Conc -- 0707	143280.00	0.00
LCFF District -- 500 0707	152873.00	0.00

School Site Council Membership

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

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

Name of Members	Role
Angelica Ramos	Parent or Community Member
Rosa Gutierrez	Parent or Community Member
Yesenia Rodriguez	Parent or Community Member
Gabriela Corona	Parent or Community Member
Maria Mendez	Parent or Community Member
Andrea Ramirez	Other School Staff
Marcy Hale	Principal
Cindi Carvo	Classroom Teacher
Teresa Chavez	Classroom Teacher
Blanca Perez (Alternate)	Parent or Community Member
Clemente Gomez (Alternate)	Parent or Community Member
Maurice Castro	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).

At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



Other: Blanca Perez, SSC Community Member

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

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

This SPSA was adopted by the SSC at a public meeting on May 14, 2020.

Attested:



Principal, Marcy Hale on 5/14/2020



SSC Chairperson, Yesenia Rodriguez on 5/14/2020



Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

West Riverside has developed a written Title I parental involvement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of the Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, and Parent Teacher Association (PTA). It has distributed the policy to parents of Title I students. The policy is provided in the informational materials that are distributed to parents at the beginning of the year or upon enrollment. They are also available thru the West Riverside Website. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

To involve parents in the Title I, Part A programs, the following practices have been established:

- Back to School Night
- Parent/Teacher Conferences
- Parents And Learners Sessions (Family information, instructional strategies and support services)
- PTA
- ELAC
- School Site Council
- GATE parent meetings

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

During annual meetings; SSC, ELAC, GATE, etc.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

A flexible number of meetings will be held at varying times based on parent needs and will include translation services, if needed.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.

Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories (GATE); The school provides parents of Title I students with timely information about Title I programs.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

Through parent letters and handbooks, Back-to-School nights, SSC, ELAC, and PTA.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for CAASPP and

local assessments and available intervention in reading, language arts, and mathematics for students needing additional support.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Through informal parent requests for meetings, Back-to-School night, SSC, ELAC, GATE, SST and PTA.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

At parent-teacher conference, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Training to empower parents to support and assist their children's education. This may include such activities as: Family Math Training, Family Reading Night, Family EL Night, Family Technology Night, and Science Fair.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Coordination of parent involvement activities at the site are done by a parent volunteer, an employee, a staff committee, the leadership team, and/or the SSC.

Appropriate roles for community organizations will be developed and may include: Supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling.

Through parent letters and handbooks, kindergarten orientations, grade level parent workshops, and referral to viable parent resources.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

School information, including communication about the Title I program, will be distributed in all the major languages spoken by the families of the students at the school.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Parent involvement strategies within the SPSA are integrated based on parent input through survey data.

Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document. (see attachment)

WEST RIVERSIDE LEARNING PARTNERSHIP AGREEMENT

Teacher's Section

I understand the importance of the school experience to every student and my role as a teacher. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- teach challenging material so your child will continually learn to the best of his/her ability.
- communicate with you regarding your child's progress.
- provide a safe, positive and healthy learning environment for your child's success.
- provide clear standards of achievement for your child and provide means for you to support these standards at home.
- Teach all the necessary concepts to your child before regular homework is assigned.

Teacher's signature

Date

Student's Section

I realize that my education is important. I know I am the one responsible for my success. Therefore,

I agree to carry out the following responsibilities to the best of my ability:

- get to class on time every day that I'm not ill.
- return completed homework on time.
- be responsible for my behavior.
- be a cooperative learner.
- strive to be a good problem solver, yet ask for help when I've exhausted my own resources.
- come to school prepared for learning (AVID Strong including; Chromebook charged, notebook organized, agenda complete and signed)

Student's signature

Date

Parent/Guardian's Section

I understand that my participation in my child's education will help his/her achievement and positive attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- encourage my child to complete his/her homework.
- review all school communications.
- attend Back-to-School Night, Parent/Teacher Conferences, and other school events.
- encourage my child to engage in reading and/or writing activities for at least 15 minutes regularly during the week (minimum 4 days a week).
- provide a quiet place/time for my child to do his/her homework.
- make sure my child gets adequate sleep and has a healthy diet.
- support the school's/district's homework, discipline and attendance policies.
- assist my child in getting to school on time.

Parent/Guardian's signature

Date

ACUERDO DE APRENDIZAJE DE WEST RIVERSIDE ENTRE PADRES Y ESCUELA

Parte del Maestro/a

Yo entiendo la importancia de la experiencia escolar de cada estudiante y mi papel como maestro/a, por lo tanto, estoy de acuerdo en cumplir con las siguientes responsabilidades haciendo lo máximo que pueda.

- enseñar material que estimule al estudiante para que su hijo/a continúe aprendiendo lo máximo que pueda.
- comunicarme con usted concierne al progreso de su hijo/a.
- proveer un ambiente de aprendizaje seguro, positivo y saludable para el éxito de su hijo/a.
- proveer normas de la enseñanza claras para su hijo/a y proveer los medios para que usted apoye estas normas en casa.
- Enseñar todos los conceptos necesarios a su hijo/a antes de asignar la tarea escolar.

Firma del Maestro/a

Fecha

Parte del Estudiante

Yo entiendo que mi educación es importante y sé que soy responsable de mi éxito, por lo tanto estoy de acuerdo en cumplir con las siguientes responsabilidades haciendo lo máximo que pueda.

- Llegar a clase a tiempo cada día que no esté enfermo.
- Completar y regresar mi tarea escolar a tiempo.
- Ser responsable por mi comportamiento.
- Ser un aprendiz cooperativo.
- Esforzarme en ser bueno para resolver problemas, pero pedir ayuda cuando haya agotado mis propios recursos.
- Venir a la escuela preparado/a para aprender (Responsable en AVID; Chromebook cargado, folleto organizado, agenda completa y firmada)

Firma del Estudiante

Fecha

Parte del Padre/Tutor

Yo entiendo que mi participación en la educación de mi hijo/a le ayudará en sus logros académicos y en su actitud positiva y, por lo tanto, continuaré cumpliendo con las siguientes responsabilidades haciendo lo máximo que pueda.

- animar a mi hijo/a a completar su tarea escolar.
- revisar toda la comunicación escolar.
- asistir a La Noche de Orientación, Conferencia de Padres y Maestro y eventos escolares.
- animar a mi hijo/a a leer y/o escribir por lo menos 15 minutos regularmente durante la semana (mínimo cuatro días).
- proveer un lugar/tiempo tranquilo para que mi hijo/a haga su tarea escolar.
- asegurar que mi hijo/a duerma adecuadamente y reciba una dieta saludable.
- apoyar las pólizas escolares y del distrito sobre las tareas, disciplina y asistencia.
- ayudar a mi hijo/a para que llegue a tiempo a la escuela.

Firma del Padre/Tutor

Fecha

This policy was adopted by the WEST RIVERSIDE ELEMENTARY SCHOOL on January 30, 2020 and will be in effect for the period of January 2020 – January 2021.

The school will distribute the policy to all parents of students participating in the Title 1, Part A program thru informational materials that are distributed to parents at the beginning of the year or upon enrollment. They are also available thru the West Riverside Website. The school distributed the policy to all parents of students participating in the Title I, Part A program during the Title 1 Annual Meeting on December 4, 2019.

Marcella Hale

Signature of Authorized Official

January 30,2020

Date

LEARNING WITHOUT LIMITS

Marcy Hale, Principal 3972 Riverview Drive, Jurupa Valley, CA 92509 T 951.222.7759