

School Year:

2023-24



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 School

Address

5671 42nd Street
Jurupa Valley, CA 92509-6611

County-District-School (CDS) Code

33 67090 6032247

Principal

Marcella Hale

District Name

Jurupa Unified School District

SPSA Revision Date

May 2023

Schoolsite Council (SSC) Approval Date

May 25, 2023

Local Board Approval Date

June 26, 2023

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 school-wide 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

Equity Statement

Everyone Matters! Our Students, Staff, and Families deserve a learning environment where they feel safe, valued, and respected. We believe in creating an environment in which the experiences, outcomes, and life options for children and families who have been historically underserved will be empowered and transformed. We believe that every day, everyone is learning and striving for success in their social, emotional, and academic growth. Our staff and students will RESPECTFULLY: Ask questions seeking understanding and clarity, actively speak out against prejudice, defend those who are being marginalized, and promote respect for all people!

West Riverside Elementary School is located at 5671 42nd Street, 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 18,700 students in grades kindergarten through twelve. Established in 1963, our school district includes 15 elementary schools, TK-6 Music Academy, K-8 STEAM 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 focused 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 their 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. West Riverside underwent extensive modernization in 2020, thanks to school bond measures. This renovation/modernization included rebuilding the historic building (once used as the Jurupa School one-room schoolhouse), a new administration building, a new library/media center, ten new classrooms replacing 10 portable classrooms, and a new playground with blacktop, equipment, and track and field. The new construction was completed in Fall 2020. West Riverside has an enrollment of approximately 615 students in Transitional Kindergarten through Sixth Grade. The student population is diverse population 96% Hispanic; 2% White 2% Other. 90.1% percent of our students are socioeconomically disadvantaged. 48.8% of our students are English language learners. West Riverside

continues to experience a large population of English language learners. To address the needs of all 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 Head Start class 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. Preschool and Head Start emphasize both developmental skills and pre-kindergarten academic readiness skills as part of their curriculum. There are joint activities between Head Start/preschool and TK/Kindergarten students to become familiar with the classrooms, office, cafeteria, and campus procedures.

West Riverside became a Dual Immersion Elementary school in the Fall of the 2022-2023 school year beginning in grades TK and Kindergarten. In 2023-2024 the program will expand into First Grade. This unique educational program is designed to develop bilingualism and biliteracy in English and a target language. West Riverside's target language is Spanish. This is a voluntary program. Instruction is provided by highly trained and specialized teachers. Students learn California standards in all subject areas and become linguistically and academically fluent in both languages. The program follows the 90/10 model of Two-Way Immersion (TWI). The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model, the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages generally in grades four through six. English time must be carefully defined and implemented. High-quality curriculum and instruction are essential. Research shows that when programs are fully implemented according to the program design, English learners in 90:10 models score as well as or better than their peers in other programs in English tests (Lindholm-Leary, 2001; Dual Language Education, Multilingual Matters LTD).

West Riverside applied for and received funding for Community Schools Grant for the 2022-2023 school year. (California Community Schools Partnership Act California Education Code Sections 8900–8902 and the Budget Act of 2021). A community school is a “whole-child” school improvement strategy where West Riverside works with the district closely and with teachers, students, and families in the community to build partnerships with community agencies and local government agencies to align community resources to improve student outcomes. There are four evidence-informed programmatic features “four pillars”:

1. Integrated support services
2. Family and community engagement
3. Collaborative leadership and practices for educators and
4. Extended learning time and opportunities.

West Riverside had a Teacher on Special Assignment for Community School focus. The primary objectives of this TSA for the Community Schools funding is 1) To seek to understand integrated supports in order to communicate and encourage student and parent participation and to refer for services when appropriate. 2) To support the identification of gaps, needs, and Professional Development to support the school community.

West Riverside is an AVID elementary school with a strong focus on college readiness and 21st-century learning. West Riverside participates in programs and activities throughout the year to promote Social Emotional Learning (SEL) and healthy initiatives promoting and supporting students, staff, and community well-being including 100 Mile Club, Common Sense Certification, and National Kindness Certification.

West Riverside has a strong emphasis on early literacy and foundational skills. There is an academic focus to have all students reading at grade level by the end of 3rd grade. Mathematics is also a major focus for all students to achieve and succeed. Purposeful and strategic Interventions are in place for students to receive appropriate interventions in both ELA/Literacy and Mathematics in grades K-6. Data from district assessments and grade-level assessments allow teachers to provide differentiated instruction based on individual needs effectively. Teachers are provided staff development to review early reading strategies and teach English Learners with both designated and integrated ELD instructional practices and strategies. Two (2) Language Support Teachers (LST) and one (1) Math Support Teacher (MST), serve the West Riverside campus with intensive Intervention. The site funds five (5) Bilingual Tutors to support identified students on a daily basis. TK and Kindergarten programs will expand to full-day programs in the 2023-2024 school year. Extended Learning Opportunities will continue to be offered throughout the school year to enhance and support all students and fill learning gaps. District funds will continue to cover ELO in the 2023-2024 school year.

The district's Digital Technology Gateway plan providing all TK/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 curriculums. Staff attend professional development opportunities and participate in ALLUDO (Self-Paced Professional Development) to implement effective instructional programs and research-based best instructional practices. Parents are provided technology information and learning opportunities 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 on using technology while keeping 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 NWEA assessments and analyzing our progress to focus on student growth and achievement. Teachers specifically cover the California standards for ELA and Mathematics for each grade level. Daily English Language Development (ELD) continues to be a key focus area. Every classroom provides integrated and designated ELD using the ELD standards. Teachers use the ELA textbook (McGraw Hill – Wonders) to support their teaching. Teachers are given the freedom to use appropriate academic 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 the following key features:

- 1.) Attendance - Regular and on-time attendance of all students to reduce the number of chronic absenteeism and increase the number of students on time and attending school each day.
- 2.) Guided Reading/Literacy/Foundational Skills mastery/Mathematics/ Intensive Interventions on identified students.
- 3.) Integrated and Designated ELD resources and implementation of best instructional practices grades TK-6th to support our English Learners equitably.
- 4.) Common Core curriculum including; ELA, MATH & NGSS
- 5.) Continued focus and implementation on Elementary AVID strategies and implementation of (PBIS) positive behavior strategies implementation with a focus on Kindness & Growth Mindset
- 6.) Provide Professional Development, training, and effective research-based instructional practices to ensure high rigor of CCSS academics and support student accelerated growth and achievement.
- 7.) Continued training and implementation of effective use of Technology with students, staff, and parents
- 8.) Increase parent engagement, involvement, and school connectedness with a focus to increase and promote student engagement and achievement.
- 9.) Work closely with teachers, students, and families to partner with community agencies and local government to align community resources to improve student outcomes.
- 10.) Provide Social Emotional Learning and Kindness opportunities and activities continuing to support a safe, orderly, welcoming campus climate, promote student achievement, and engage families.
- 11.) Provide and engage students in Healthy Living initiatives and activities to develop, support, and engage all students in healthy living habits.

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

Chronic Absenteeism Rate is "Very High" as indicated on the California School Dashboard for All Students, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic and English Learners. However, West Riverside Overall Attendance Rate increased a total of 1.64%. (From 90.92% to 92.56%) based off the preliminary P-2 percentages. This is a win of additional days students were in school and learning.

The Suspension Rate received "LOW" status on the California School Dashboard; this means there was a low suspension rate for all students. .8% of all students (666 total students) were suspended for at least one day. The following subgroups: English Learners, Socioeconomically Disadvantaged, and Hispanic scored "LOW" in regard to suspension rate. This means that suspensions for the 2021-2022 were low overall.

The ELPAC Summative indicates the percentage of students scoring "4's" increased from 2.8% in 20/21 to 7.67% in 21/22. Students scoring "3's" increased from 25.35% in 20/21 to 31.33% in 21/22. English Learners made good progress towards proficiency. A focus on schoolwide Designated ELD schedules and additional Professional Development and collaboration time for teachers to focus on ELD has led to improved performance of these students.

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:

English Learners, Hispanic, Students with Disabilities and Socioeconomically Disadvantaged subgroups had rating "very high" Chronic Absentee rate as indicated on the CA School Dashboard.

An Attendance Team has been put into place to monitor attendance and provide supports to identified families needing assistance/resources and supports to improve their attendance. The attendance team will meet regularly with identified families of Chronic Absenteeism students and monitor their attendance. Incentive programs are being put into place to provide more recognition and rewards for students that are in school and on time daily. Students that are showing improvements in their attendance will be rewarded for these efforts as well. Monitoring attendance, incentive programs, and resources will have a focused lens to identify and provide these supports intently for identified students in the subgroups of Students with Disabilities, Socioeconomically Disadvantaged, Hispanic and English Learners.

Suspension Rate:

The Subgroup of Students with Disabilities scored "medium" in Suspension Rate as indicated on the CA School Dashboard.

The school will focus on other means of correction in place of suspensions, when possible, specifically for Students with Disabilities. Case Carriers will work with classroom teachers and administration to provide regular check-ins, monitoring and resources for identified Students with Disabilities that are at-risk of behavior issues that may result in suspension regularly. Staff will be provided professional development and resources specific to the learning disabilities and needs of the student population to better regulate and address unwanted behaviors and provide positive behavior interventions appropriately.

ELA:

English Learners, Hispanic, Students with Disabilities and Socioeconomically Disadvantaged subgroups had rating "very low" in ELA as indicated on the CA School Dashboard

Math:

English Learners, Hispanic, Students with Disabilities and Socioeconomically Disadvantaged subgroups had rating "very low" in Math as indicated on the CA School Dashboard.

The school will work to identify students specific to these subgroups to provide intensive interventions in ELA & Math. Extended Learning Opportunities and Enrichment will be offered to these students to focus on achievement and mastery. Case Carriers will collaborate and monitor student achievement progress along with the classroom teachers and provide information, feedback and supports to families to improve home to school support for these students. A need to reexamine how to approach the needs of students in these subgroups needs to be addressed and have on-going focus with school resources throughout the school year.

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

CA Dashboard indicates Students with Disabilities were rated as "MEDUUM" and English Learners, Hispanic, and Socioeconomically Disadvantaged subgroups were rated as "very low".

CAASPP ELA DATA INDICATES ALL SUBGROUPS "VERY LOW" gaps indicated below:

Overall Distance from Standard: 98.8 points below standard

ENGLISH LEARNERS: 107.4 points below standard

HISPANIC: 99.2 points below standard

SOCIOECONOMICALLY DISADVANTAGED: 98 points below standard

STUDENTS WITH DISABILITIES: 163.2 points below standard

CAASPP MATH DATA INDICATES ALL SUBGROUPS "VERY LOW" gaps indicated below:

Overall Distance from Standard: 119.3 points below standard

ENGLISH LEARNERS: 124.3 points below standard

HISPANIC: 118.4 points below standard

SOCIOECONOMICALLY DISADVANTAGED: 118.3 points below standard

STUDENTS WITH DISABILITIES: 174.3 points below standard

West Riverside will need to address Students with Disabilities' learning needs more closely. During IEP meetings, discussions on how to assist them to have access to the core curriculum through the inclusion model will be a priority. Extended learning opportunities will focus on students with disabilities to ensure that they are included in this additional support. Intervention teachers will include students with disabilities when working with small groups who are below grade level. General Education teachers will be provided with additional supports in the classroom so that inclusion practices are more effective for students with disabilities. Education specialist will provide professional development and modeling of inclusion practices in the class so that students with disabilities are able to access the core curriculum.

Chronic Absenteeism is evident among all subgroups especially the Students with Disabilities subgroup which has a 42.3% absent rate. Additional resources will need to be put in place to reach out to these families to assist them to re-engaged to the school setting. A behavioral therapist will be in place at the school site to provide SEL support to students who may be experiencing anxiety at school. There is going to be more school communication on the importance of attending school including parent meetings, parent conferences, or parent workshops.

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

Additional Targeted Support and Improvement

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

The 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.) Attendance - Regular and on-time attendance of all students to reduce then number of chronic absenteeism and increase the number of students on time and attending school each day.
- 2.) Guided Reading/Literacy/Foundational Skills mastery/Mathematics/ Intensive Interventions on identified students.
- 3.) Integrated and Designated ELD resources and implementation of best instructional practices grades TK-6th to equitably support our English Learners.
- 4.) Common Core curriculum including; ELA, MATH & NGSS
- 5.) Continued focus and implementation on Elementary AVID strategies and implementation of (PBIS) positive behavior strategies implementation with a focus on Kindness & Growth Mindset
- 6.) Provide Professional Development, training and effective research based instructional practices to ensure high rigor of CCSS academics and support student accelerated growth and achievement.
- 7.) Continued training and implementation of effective use of Technology with students, staff and parents
- 8.) Increase parent engagement, involvement and school connectedness with focus to increase and promote student engagement and achievement.
- 9.) Work closely with teachers, students and families to partner with community agencies and local government to align community resources to improve student outcomes.
- 10.) Provide Social Emotional Learning and Kindness opportunities and activities continuing to support a safe, orderly, welcoming campus climate, promote student achievement and engage families.
- 11.) Provide and engage students in Healthy Living initiatives and activities to develop, support and engage all students in healthy living habits.

West Riverside is effectively providing schoolwide services for all students. As a Title I Schoolwide program, a Comprehensive Needs Assessment is completed annually. We 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

West Riverside is very inclusive and welcoming of input from staff, students, parents, and the community to build a strong SPSA for school improvement and student achievement. School Site Council is involved throughout the year in monitoring and implementation of the school plan. Parent groups meet regularly, and input is collected/sought regarding school programs both within meetings and surveys issued: ELAC, SSC, PTA, GATE, Community Schools Committee, Leadership Team, and various parent events. LCAP survey is completed by all educational partners; students, staff, and parents annually to identify needs in safety, instruction, parent involvement, and student engagement. There is also consultation with district administration, leadership team SBCP meetings, and Principal's Meetings. There are representatives that participate in Instructional Council, DAC, DELAC by attending district meetings and bringing information back to SSC and ELAC. West Riverside has parent representation on the District Committees for Special Education, African American Advisory Council and GATE. West Riverside Student Ambassadors (Student Leadership) provide input regularly thru monthly meetings. Administration recognizes that West Riverside students have a perspective on the school climate, activities and instructional practices/traditions that is welcomed and encouraged in the planning process for the SPSA/Annual Review and Update. Input was provided by SSC/Grade Level Teams/Leadership Team during April/May meetings with specific focus on Improving achievement status in subgroups including English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities. These are the specific student groups that led to ATSI designation.

Resource Inequities

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

West Riverside had four student groups identified for ATSI designation: English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities. These groups were targeted due to their "high" absenteeism rates and "very low" rating in both ELA and Math on the California Schools Dashboard.

In order to address these inequities:

- West Riverside will continue to review data and current planning practices along with support from the district, and professional development that provided additional support building Positive Behavior Intervention Strategies and Multi-Tier Support Systems to promote Restorative Practice as well as best teaching strategies to help focus on our students social and emotional needs.
- Work collaboratively to build strong relationships between all of our educational partners and community liaisons
- Attendance Team will establish supports and provide resources specific to these students with parents participating in site-based meetings to address attendance concerns and to determine resources the families may need from the school site to ensure that the students are engaged, motivated and attending school.
- Case carriers for Students with Disabilities will be joining the Attendance Team to monitor their caseloads and provide further assistance to help identified students on IEPs break attendance barriers.
- Academic Intervention will include targeting identified students in these subgroups and inviting them to attend Extended Learning Opportunities with their general education teachers (after school programs, Saturday School enrichment, etc.) to allow additional time and practice to address the CA standards.
- Literacy Support Teachers and Math Support Teacher will also intentionally include Students with Disabilities, English Learners, Hispanic and Socioeconomically Disadvantaged student groups in their

intervention groups to address particular foundational skills and learning gaps.

- General Education teachers will be provided with additional supports in the classroom so that inclusion practices are more effective for students with disabilities. Education specialist will provide professional development and modeling of inclusion practices in the class so that students with disabilities are able to access the core curriculum.
- Parent workshops to support at home practices that impact student achievement will be provided and targeted towards students identified as English Learners, Hispanic, Socioeconomically Disadvantaged, and/or Students with Disabilities.
- Identified Students with Disabilities may need additional behavior goals addressed in their IEPs and these needs/goals will be addressed in each annual/triannual IEP meeting.
- During IEP meetings, discussions on how to assist students to have access to the core curriculum through the inclusion model will be a priority.
- Teacher collaboration time will be focused on the needs of Students with Disabilities and English Learners using NWEA, ELPAC and TELP data to track their progress throughout the school year.

Consistent decline in student enrollment has significantly impacted the site budget and another decrease in overall ADA funding is projected for the upcoming school year. Due to recent COVID/ESSER funding, West Riverside was able to implement additional supports to increase student engagement as well as provide extended learning opportunities after school and on Saturdays. These programs would not have been possible without the district support. These efforts are also projected to continue in the 2023-2024 school year. Many costs for student programs such as AVID were taken care of by the district which greatly assists the site budget.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	76	84	109
Grade 1	66	71	71
Grade 2	75	72	79
Grade3	87	76	65
Grade 4	102	98	80
Grade 5	98	104	99
Grade 6	107	103	97
Total Enrollment	611	608	600

Conclusions based on this data:

1. West Riverside has declining enrollment over most recent years and is projected to decline enrollment in 2023-2024 with a proceed enrollment of 591 students.
2. The site will continue to monitor attendance data and chronic absenteeism while offering student incentive programs for attendance. SART meetings will continue providing interventions and supports to families. West Riverside will furthermore use our website and social media resources to share information with families of opportunities available to students attending West Riverside as well as continue building parent/family/community activities to reach out to our community with efforts to strengthen the home/school partnership.
3. Parents from outside the school's attendance boundaries, may enroll their children at West Riverside because they want their children to attend the Dual Language Immersion program. In 2023-2024 the Dual Immersion program will continue enrollment to include grades TK, Kindergarten and First Grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	284	297	321	46.50%	48.8%	53.5%
Fluent English Proficient (FEP)	119	109	79	19.50%	17.9%	13.2%
Reclassified Fluent English Proficient (RFEP)	21			7.4%		

Conclusions based on this data:

1. The number of English Learners at West Riverside has increased over the past three years. West Riverside teachers and paraprofessionals will review requirements for reclassification and reflect on daily practices of Integrated and Designated ELD in 2023-2024. Schoolwide Designated ELD from 8:30am-9:00am daily will continue in the schoolwide schedule. Implementing ELD standards and instruction with fidelity across grade levels will be a schoolwide focus on Integrated and Designated ELD practices. Teachers and paraprofessionals will enhance instructional practices utilizing academic language structures and SDAIE strategies to strengthen positive growth towards English Language proficiency and increase Reclassification percentages of ELL students.
2. A focus on equity and examining EL typology will continue to be necessary for 2023.2024. West Riverside will utilize the EL Roadmap, Data dives and professional development focusing on effective practices to support EL diversity, equity and best instructional practices.
3. West Riverside will use the Ellevation platform to properly identify and support students at their English Language level. Targeted strategies/supports will continue to be implemented and utilized to drive instruction and interventions for our English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	92	80		0	79		0	79		0.0	98.8	
Grade 4	96	104		0	104		0	104		0.0	100.0	
Grade 5	101	99		0	98		0	98		0.0	99.0	
Grade 6	106	106		0	104		0	104		0.0	98.1	
All Grades	395	389		0	385		0	385		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2314.4			2.53			3.80			12.66			81.01	
Grade 4		2350.4			1.92			8.65			13.46			75.96	
Grade 5		2403.5			2.04			11.22			19.39			67.35	
Grade 6		2465.8			5.77			21.15			26.92			46.15	
All Grades	N/A	N/A	N/A		3.12			11.69			18.44			66.75	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.53			43.04			54.43	
Grade 4		1.92			46.15			51.92	
Grade 5		3.06			55.10			41.84	
Grade 6		7.69			48.08			44.23	
All Grades		3.90			48.31			47.79	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.27			21.52			77.22	
Grade 4		1.92			26.92			71.15	
Grade 5		2.04			40.82			57.14	
Grade 6		7.69			44.23			48.08	
All Grades		3.38			34.03			62.60	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.06			55.70			39.24	
Grade 4		3.85			58.65			37.50	
Grade 5		5.10			60.20			34.69	
Grade 6		15.38			61.54			23.08	
All Grades		7.53			59.22			33.25	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			29.11			70.89	
Grade 4		0.96			56.73			42.31	
Grade 5		1.02			63.27			35.71	
Grade 6		9.62			58.65			31.73	
All Grades		3.12			53.25			43.64	

Conclusions based on this data:

1. In 2021-2022 school year, 14.81% of students scored standards exceeded or standards met as evident on the CAASPP assessment.
2. In 2021-2022 school year, only 3.12% of students scored Above Standard in Research/Inquiry Investigating, analyzing, and presenting information; this was the lowest among the four domains that includes Reading, Writing and Listening. Students scoring Above Standard in Writing and Reading domains were also low: Writing (3.38%) and Reading (3.90%).
3. In 2021-2022 school year, 7.53% of students scored Above Standard in Listening, Demonstrating effective communication skills. This was the highest among the four domains that includes Reading, Writing, and Research/Inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	92	80		0	79		0	79		0.0	98.8	
Grade 4	96	104		0	104		0	104		0.0	100.0	
Grade 5	101	99		0	99		0	99		0.0	100.0	
Grade 6	106	106		0	104		0	104		0.0	98.1	
All Grades	395	389		0	386		0	386		0.0	99.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2325.9			0.00			1.27			18.99			79.75	
Grade 4		2357.8			0.00			4.81			18.27			76.92	
Grade 5		2400.2			2.02			1.01			23.23			73.74	
Grade 6		2440.7			3.85			7.69			25.00			63.46	
All Grades	N/A	N/A	N/A		1.55			3.89			21.50			73.06	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.27			25.32			73.42	
Grade 4		0.00			16.35			83.65	
Grade 5		1.01			25.25			73.74	
Grade 6		5.77			29.81			64.42	
All Grades		2.07			24.09			73.83	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			21.52			78.48	
Grade 4		3.85			22.12			74.04	
Grade 5		3.03			29.29			67.68	
Grade 6		3.85			40.38			55.77	
All Grades		2.85			28.76			68.39	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			46.84			53.16	
Grade 4		0.96			35.58			63.46	
Grade 5		1.01			42.42			56.57	
Grade 6		1.92			55.77			42.31	
All Grades		1.04			45.08			53.89	

Conclusions based on this data:

1. In 2021-2022 school year, Overall, 5.44% of West Riverside students scored standard exceeded or standard met in math while 94.56% of students did not meet grade level standards on the CAASPP assessment.

2. In 2021-2022 school year, Communication reasoning: demonstrating ability to support mathematical conclusions had the lowest percentage of students who scored above grade level with only a 1.04% of students scoring at this level.
3. In 2021-2022 school year, Problem Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems had the highest percentage of students who scored above grade level with 2.85% while 97.15% of students scored Below Standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1399.9	1410.4		1418.6	1417.8		1356.2	1392.7		41	53	
1	1425.7	1436.9		1439.6	1456.6		1411.3	1416.6		40	36	
2	1439.6	1471.9		1438.3	1479.5		1440.4	1463.7		42	41	
3	1450.4	1460.4		1446.2	1453.0		1454.0	1467.2		48	45	
4	1457.5	1479.3		1463.9	1481.5		1450.7	1476.7		34	53	
5	1498.1	1498.0		1498.7	1496.4		1497.1	1499.1		35	37	
6	1503.7	1530.0		1504.8	1526.7		1502.1	1532.9		44	35	
All Grades										284	300	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	7.55		31.71	37.74		36.59	33.96		31.71	20.75		41	53	
1	5.00	0.00		25.00	30.56		30.00	47.22		40.00	22.22		40	36	
2	0.00	4.88		14.29	51.22		52.38	34.15		33.33	9.76		42	41	
3	0.00	2.22		16.67	20.00		39.58	46.67		43.75	31.11		48	45	
4	0.00	3.77		26.47	20.75		38.24	50.94		35.29	24.53		34	53	
5	5.71	10.81		31.43	32.43		40.00	27.03		22.86	29.73		35	37	
6	9.09	28.57		34.09	28.57		34.09	25.71		22.73	17.14		44	35	
All Grades	2.82	7.67		25.35	31.33		38.73	38.67		33.10	22.33		284	300	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.88	15.09		43.90	28.30		24.39	35.85		26.83	20.75		41	53	
1	7.50	22.22		32.50	36.11		40.00	38.89		20.00	2.78		40	36	
2	4.76	17.07		11.90	51.22		64.29	29.27		19.05	2.44		42	41	
3	0.00	8.89		43.75	26.67		20.83	37.78		35.42	26.67		48	45	
4	20.59	15.09		41.18	45.28		17.65	26.42		20.59	13.21		34	53	
5	22.86	24.32		42.86	29.73		20.00	16.22		14.29	29.73		35	37	
6	22.73	51.43		40.91	25.71		25.00	5.71		11.36	17.14		44	35	
All Grades	11.27	20.67		36.62	35.00		30.63	28.00		21.48	16.33		284	300	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	7.55		19.51	16.98		41.46	45.28		39.02	30.19		41	53	
1	2.50	0.00		20.00	22.22		22.50	19.44		55.00	58.33		40	36	
2	0.00	4.88		19.05	39.02		42.86	24.39		38.10	31.71		42	41	
3	0.00	2.22		8.33	4.44		29.17	46.67		62.50	46.67		48	45	
4	0.00	3.77		8.82	5.66		23.53	32.08		67.65	58.49		34	53	
5	2.86	2.70		11.43	10.81		42.86	40.54		42.86	45.95		35	37	
6	2.27	11.43		13.64	25.71		45.45	31.43		38.64	31.43		44	35	
All Grades	1.06	4.67		14.44	17.00		35.56	35.00		48.94	43.33		284	300	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.32	9.43		80.49	69.81		12.20	20.75		41	53	
1	17.50	30.56		70.00	63.89		12.50	5.56		40	36	
2	4.76	12.20		66.67	85.37		28.57	2.44		42	41	
3	4.17	22.22		58.33	57.78		37.50	20.00		48	45	
4	26.47	28.30		50.00	56.60		23.53	15.09		34	53	
5	17.14	18.92		62.86	67.57		20.00	13.51		35	37	
6	13.64	25.71		61.36	54.29		25.00	20.00		44	35	
All Grades	12.32	20.67		64.44	65.00		23.24	14.33		284	300	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.32	15.09		63.41	54.72		29.27	30.19		41	53	
1	7.50	8.33		60.00	80.56		32.50	11.11		40	36	
2	7.14	41.46		71.43	51.22		21.43	7.32		42	41	
3	8.33	6.67		60.42	53.33		31.25	40.00		48	45	
4	17.65	22.64		58.82	58.49		23.53	18.87		34	53	
5	51.43	35.14		34.29	27.03		14.29	37.84		35	37	
6	38.64	60.00		52.27	31.43		9.09	8.57		44	35	
All Grades	19.01	25.67		57.75	51.67		23.24	22.67		284	300	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.44	7.55		63.41	69.81		34.15	22.64		41	53	
1	7.50	13.89		37.50	25.00		55.00	61.11		40	36	
2	0.00	24.39		61.90	43.90		38.10	31.71		42	41	
3	0.00	0.00		20.83	35.56		79.17	64.44		48	45	
4	0.00	3.77		26.47	30.19		73.53	66.04		34	53	
5	11.43	5.41		37.14	45.95		51.43	48.65		35	37	
6	4.55	14.29		22.73	31.43		72.73	54.29		44	35	
All Grades	3.52	9.33		38.38	41.33		58.10	49.33		284	300	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.20	18.87		34.15	41.51		53.66	39.62		41	53	
1	2.50	0.00		50.00	66.67		47.50	33.33		40	36	
2	0.00	7.32		47.62	60.98		52.38	31.71		42	41	
3	0.00	4.44		56.25	75.56		43.75	20.00		48	45	
4	0.00	5.66		55.88	54.72		44.12	39.62		34	53	
5	2.86	8.11		65.71	56.76		31.43	35.14		35	37	
6	6.82	11.43		81.82	80.00		11.36	8.57		44	35	
All Grades	3.52	8.33		55.99	61.00		40.49	30.67		284	300	

Conclusions based on this data:

- In 2021-2022 school year, 39% of English Learners scored either at level 3 or level 4 overall on the ELPAC while only 28.17% of English Learners scored level 3 or level 4 in 2020-2021 school year.

2. In 2021-2022 school year, English Learners scoring at level 3 or level 4 in ALL domains INCREASED comparatively to 2020-2021 ELPAC data.
Oral Language 47.89% (2020/21) INCREASED to 55.67% (2021/22)
Written Language 15.5% (2020/21) INCREASED to 21.67% (2021/22)
Speaking 76.76% (2020/21) INCREASED to 77.34% (2021/22)
Reading 41.9% (2020/21) INCREASED to 50.66% (2021/22)
Listening 76.76% (2020/21) INCREASED to 85.67% (2021/22)
Writing 59.51% (2020/21) INCREASED to 69.33% (2021/22)
3. Implementation of ELD standards and instruction with fidelity across grade levels is a MUST schoolwide focus on Integrated and Designated ELD practices. Teachers and paraprofessionals will enhance instructional practices utilizing academic language structures and SDAIE strategies to strengthen positive growth and increase Reclassification percentages of ELL students. In 2023-2024 West Riverside will continue to focus on equity and examining EL typology. Teachers will participate in utilization of the ELD Roadmap, Data dives and professional development focusing on effective practices to support EL diversity and equity. Continued use of the Ellevation platform to properly identify and support students at their EL level with targeted strategies/supports will continue to be implemented, monitored and evaluated for effectiveness and achievement results.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
608	90.1	48.8	0.3
Total Number of Students enrolled in West Riverside Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	297	48.8
Foster Youth	2	0.3
Homeless	3	0.5
Socioeconomically Disadvantaged	548	90.1
Students with Disabilities	67	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
American Indian	1	0.2
Asian	2	0.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	1	0.2
Hispanic	585	96.2
Two or More Races	1	0.2
Pacific Islander		
White	10	1.6

Conclusions based on this data:

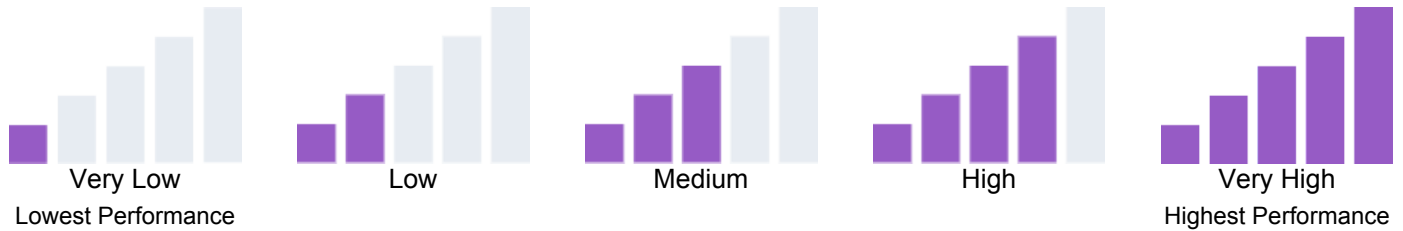
1. West Riverside will focus on ways to support our significant subgroups (Socioeconomically Disadvantaged (90.1%), English Learners (48.8%), Students with Disabilities (11%) and Hispanic (96.2%) by providing supporting family/school connection events, resources including ties to healthy living initiatives, parent meetings/training based on school programs, communication tools for families, academic Interventions, etc.
2. With a Socioeconomically Disadvantaged population of 90.1%, West Riverside requires a significant dedication of resources and time to provide interventions and materials to ensure academic and socio-emotional learning needs are met and equitable.
3. Community Schools program and the school as a whole will make concentrated efforts towards Parent/Family/Community outreach activities and opportunities. A focus on family learning/workshops is needed to further build equitable connections and supports between home and school.

School and Student Performance Data

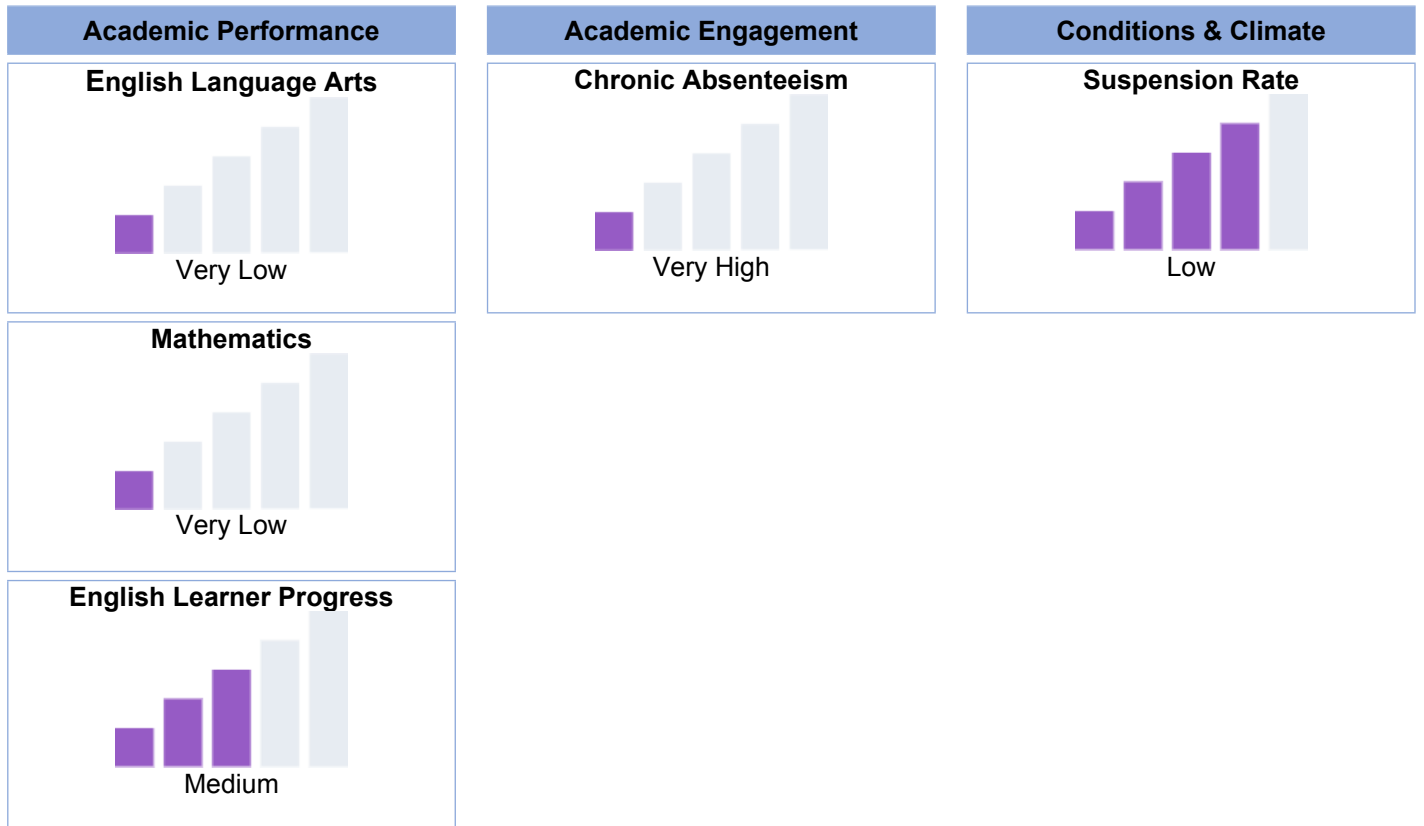
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- West Riverside will concentrate on addressing Chronic Absenteeism which is currently in the "Very High" status overall and in all significant subgroups. (Hispanic, English Learner, Students with Disabilities and Socioeconomically Disadvantaged)
- West Riverside will look at each significant subgroup (Hispanic, English Learner, Students with Disabilities and Socioeconomically Disadvantaged) to address these groups needs and barriers to ensure equitable access to

curriculum including ELA and Math. Priority will be set for addressing least restrictive, Extended Learning Opportunities, general education opportunities, expanded co-teaching, providing Intervention support with Inclusion and providing SEL/PBIS/behavioral health services and resources to these students.

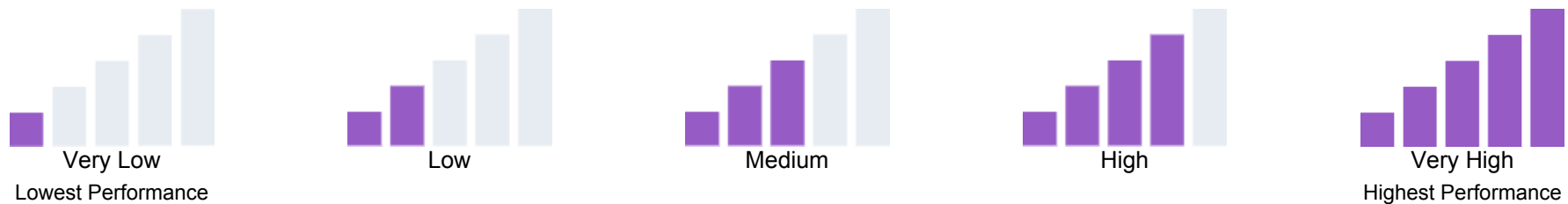
3. West Riverside recognizes heightened behavioral challenges with students in the past few years returning from the Pandemic. Our California Dashboard status has moved from "Very Low" to "Low" status in the 2021-22 school year. Disruptive student behavior is likely driven by a range of personal, academic and psychological challenges compounded by the daily barriers and traumas students have and continue to experience. West Riverside will continue to support all students with Positive Behavior practices, SEL opportunities and providing mental health services on campus, to families and thru PICO.

School and Student Performance Data

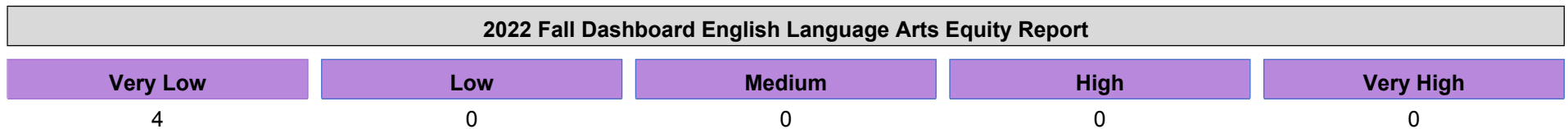
Academic Performance English Language Arts

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

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

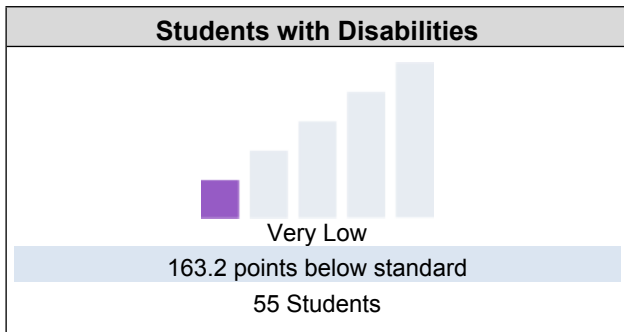
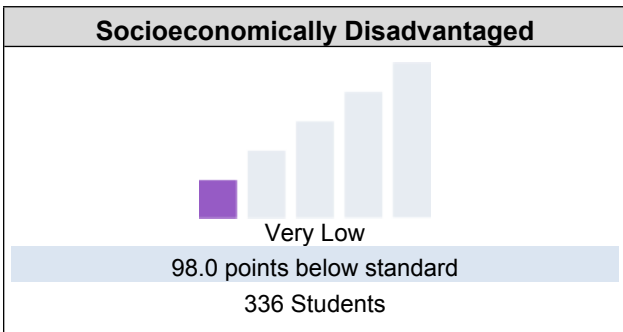
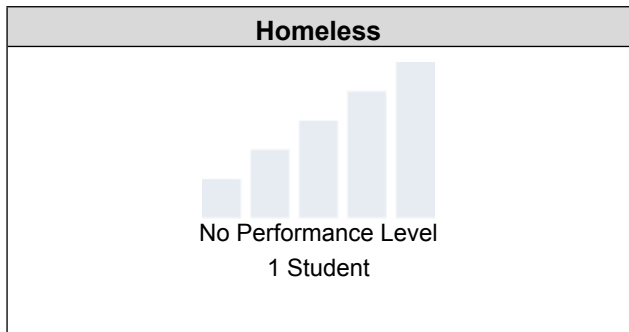
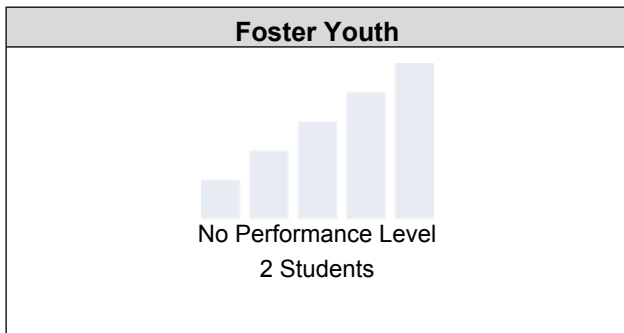
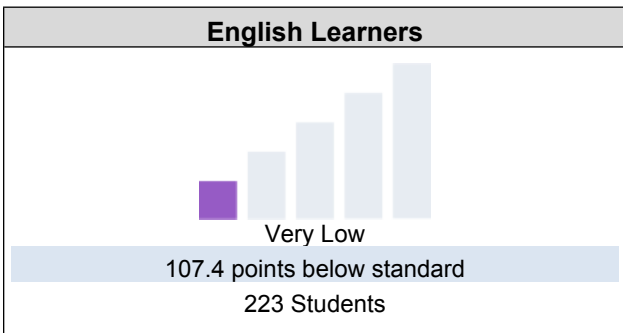
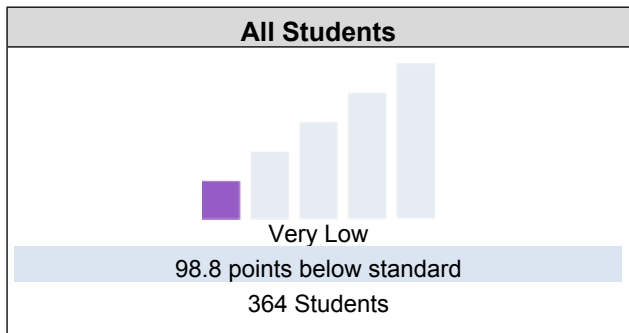


This section provides number of student groups in each level.

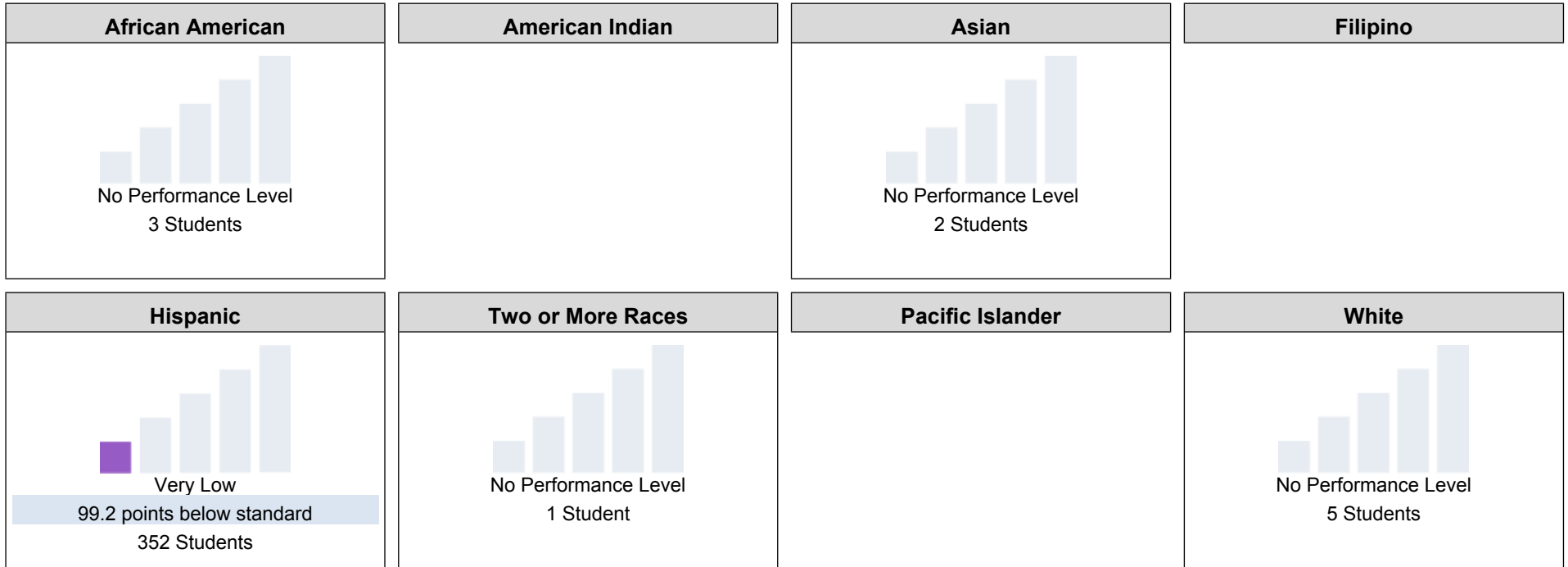


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
138.0 points below standard	31.6 points below standard	98.2 points below standard
159 Students	64 Students	118 Students

Conclusions based on this data:

- According to the 2022 Fall California Schools Dashboard
 - West Riverside has a "Very Low" status in ELA Overall (98.8 points below)
 - West Riverside English Only students are 98.2 points below ELA standard with (118 students) and English Learner students are 138 points below ELA standard with (159 students).

According to the 2022 Fall California Schools Dashboard, West Riverside has a "Very Low" status in ELA for subgroups: English Learners (107.4 points below standard), Socioeconomically Disadvantaged (98 points below standard), Students with Disabilities (163.2 points below standard) and Hispanic (99.2 points below standard).

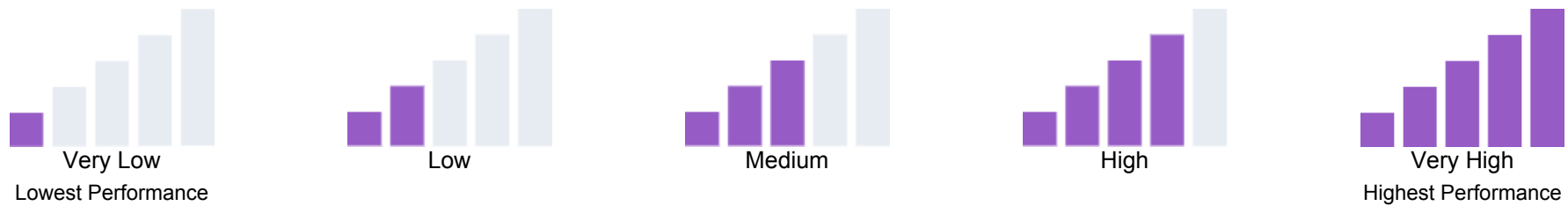
2. Literacy Intervention Teachers, Instructional Aides and Bilingual Language Tutors will receive additional training to support Guided Reading and Foundational Literacy Skills. Collaboration with classroom teachers is critical and a MUST to identify specific literacy skills to address the diverse learning needs.
3. Students would benefit from Teachers holding CAASPP Chats, bringing awareness to students of why they take this test and where they are with progress on the test. Setting an ultimate goal for each student will open lines of communication as to why this test is important to them and their learning and help students to take a personal interest in their achievement.

School and Student Performance Data

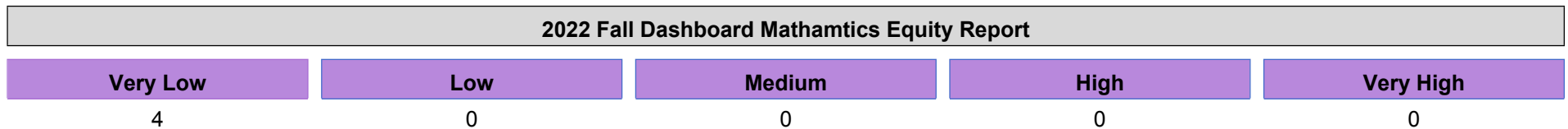
Academic Performance Mathematics

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

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

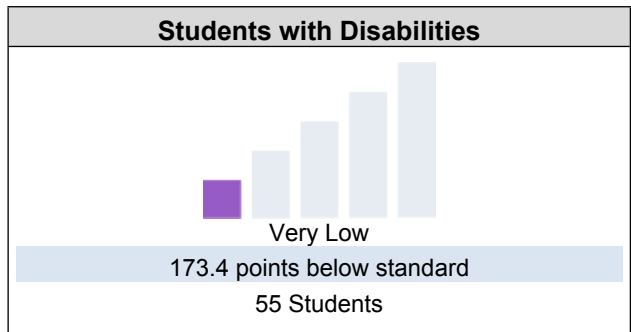
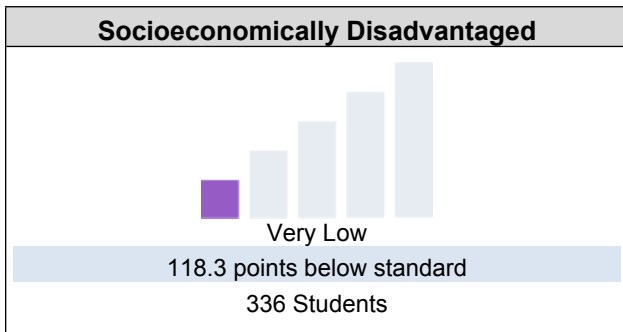
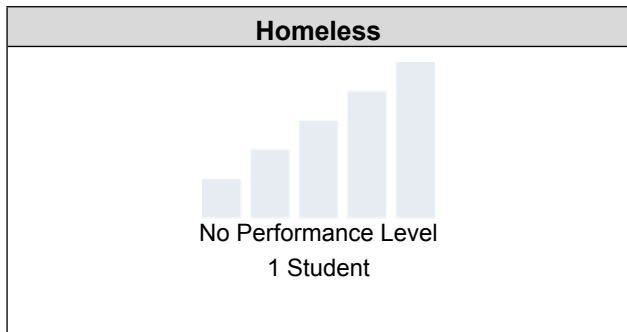
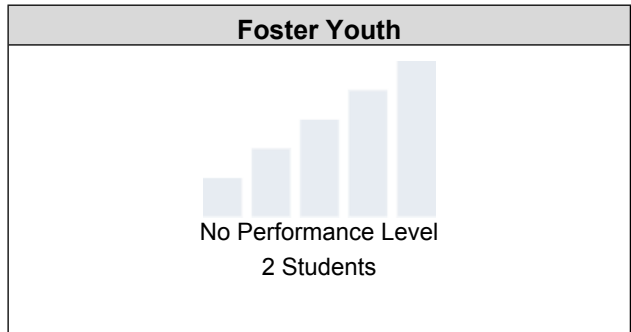
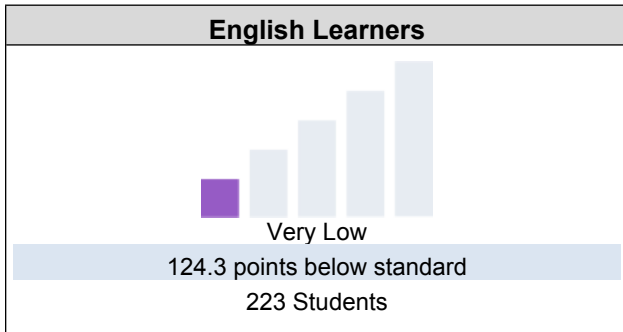
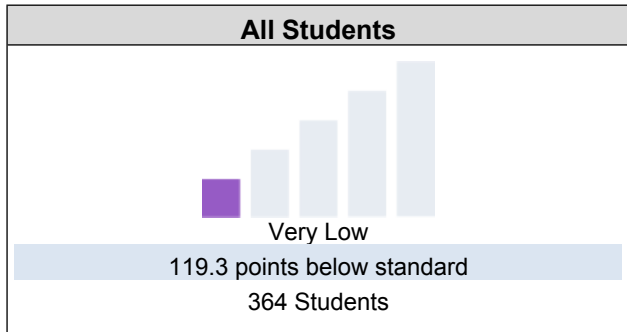


This section provides number of student groups in each level.

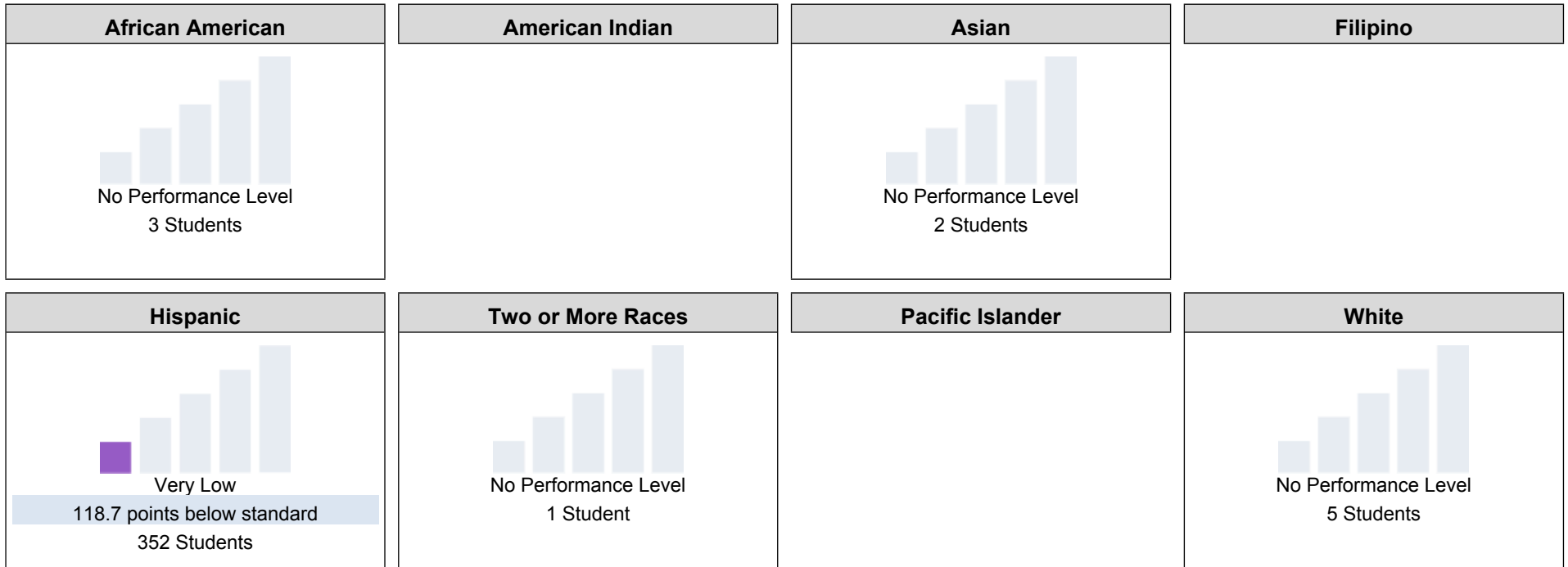


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
145.5 points below standard 159 Students	71.6 points below standard 64 Students	123.5 points below standard 118 Students

Conclusions based on this data:

- According to the 2022 Fall California Schools Dashboard, West Riverside has a "Very Low" status in Math Overall (119.3 points below)

According to the 2022 Fall California Schools Dashboard, West Riverside has a "Very Low" status in MATH for subgroups:
English Learners (124.3 points below standard)

Socioeconomically Disadvantaged (118.3 points below standard)
Students with Disabilities (173.4 points below standard)
Hispanic (118.7 points below standard).

West Riverside English Only students are 123.5 points below MATH standard with (159 students) and English Learner students are 123.5 points below MATH standard with (118 students).

2. Math Intervention Teacher, Instructional Aides and Bilingual Language Tutors will receive additional training to support Mathematical content and foundational Math skills. Collaboration with classroom teachers is critical and a MUST to identify specific mathematical skills and concepts to address the diverse learning needs.
3. Students would benefit from Teachers holding CAASPP Chats, bringing awareness to students of why they take this test and where they are with progress on the test. Setting an ultimate goal for each student will open lines of communication as to why this test is important to them and their learning and help students to take a personal interest in their achievement.

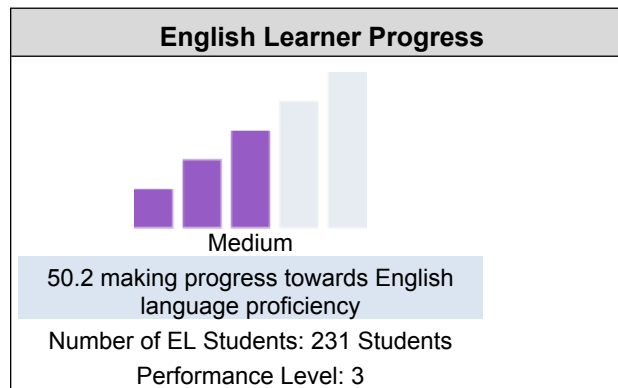
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.9%	32.9%	0.0%	50.2%

Conclusions based on this data:

- In 2021-2022:
50.2% of English Learners (231 students) showed making progress towards English Language proficiency and achieving a performance level of 3.
50.2% of English Learners progressed at least one ELPI level and 16.9% of English Learners decreased one ELPI Level.
32.9% of English Learners maintained their ELPI Level in English Language Acquisition.

2. West Riverside teaching practices will allow for ample oral vocabulary development through the use of expressive language. English Language Learners must be given multiple opportunities to practice listening, speaking, reading and writing skills. Teachers will provide intervention supports, differentiation, and increase small group instructional practices to improve students' foundational skills in English Language Development.
3. ELD instruction, including Integrated and Designated will help EL students at West Riverside to make progress towards reclassification. Further developing Integrated and Designated ELD practices enhanced with academic language structures and SDAIE strategies will strengthen positive growth already being made. There is a need to increase use of technology tools to allow the EL students to participate/practice language construction at higher levels (written/oral). Many tech tools allow us to strengthen supports to ELs (ability to practice, record themselves, collaborate, etc.)

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

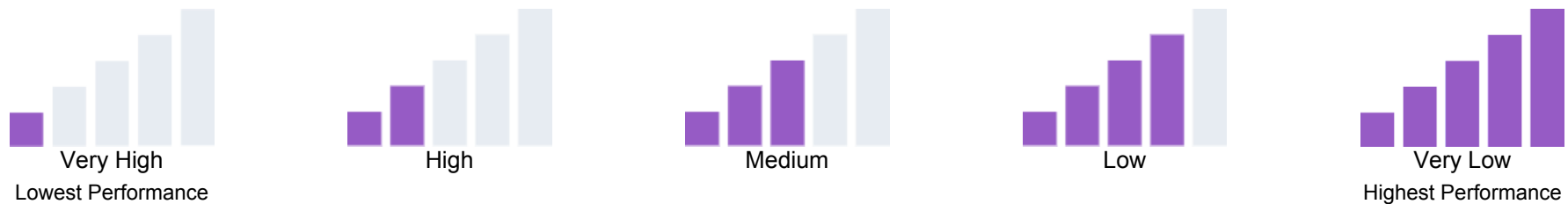
- 1. N/A
- 2. N/A
- 3. N/A

School and Student Performance Data

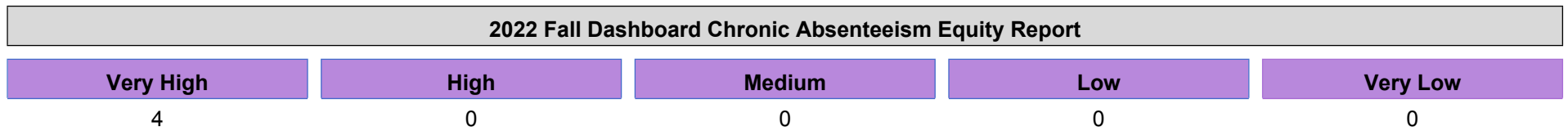
Academic Engagement Chronic Absenteeism

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

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

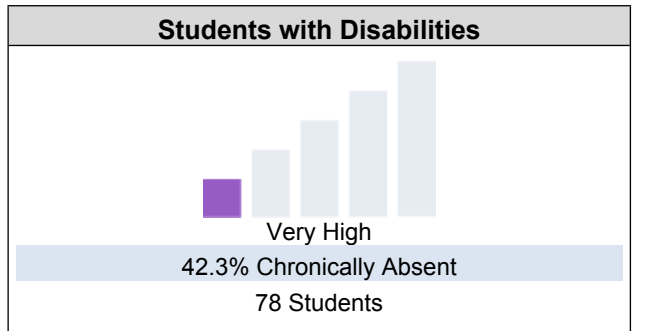
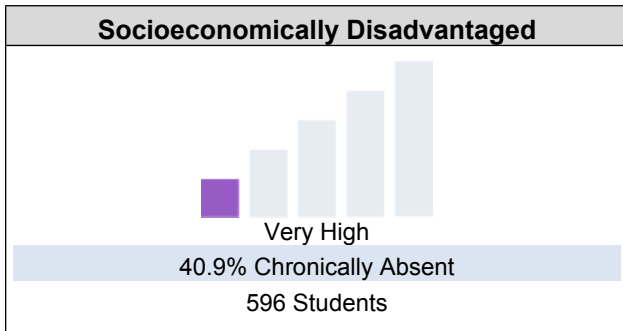
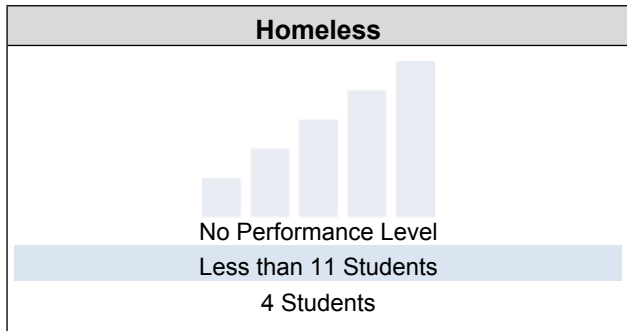
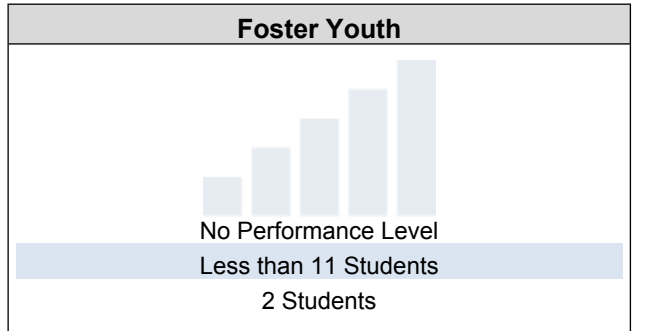
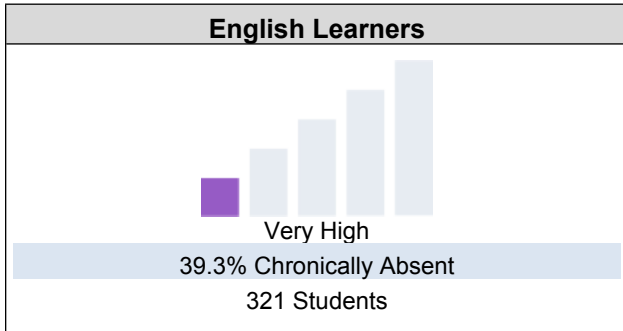
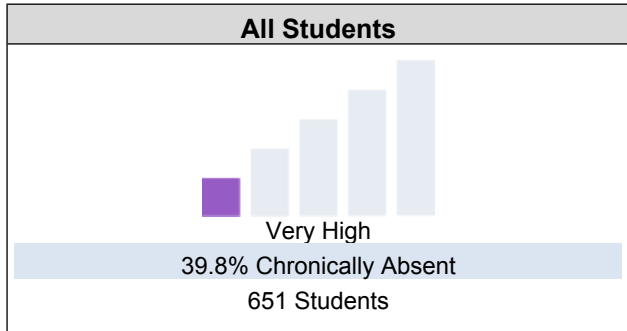


This section provides number of student groups in each level.

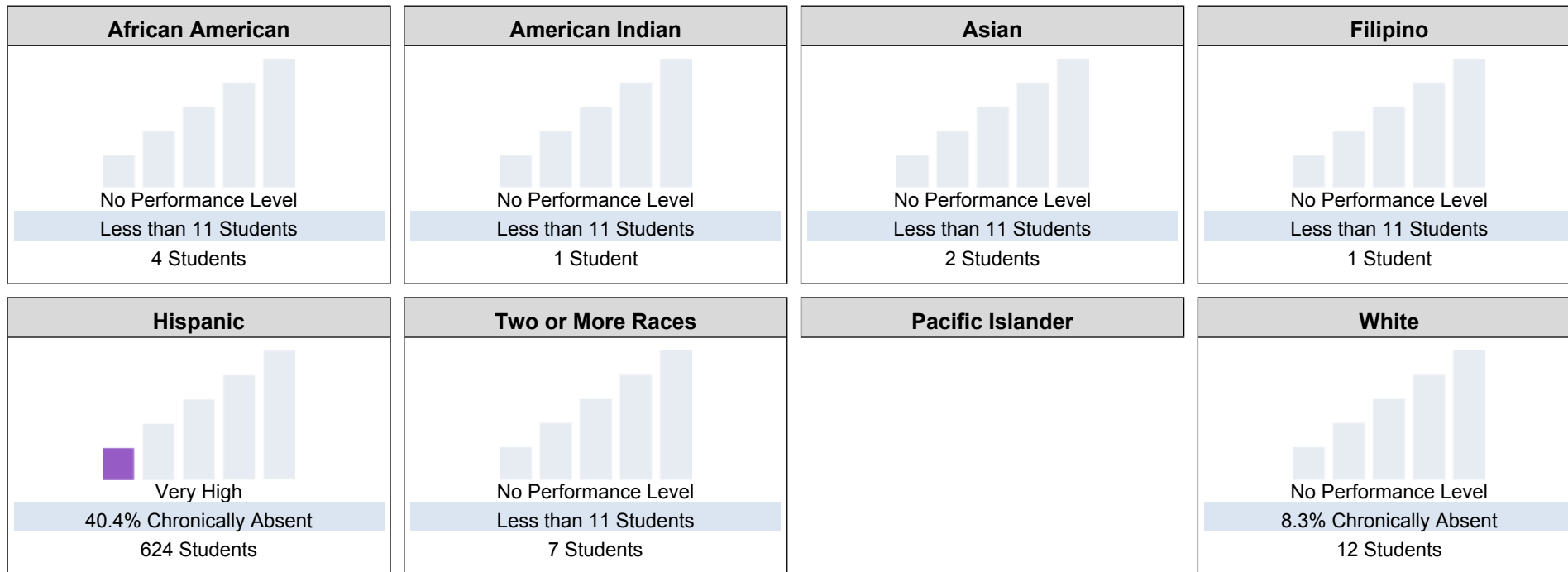


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

- Overall, 39.8% of students were chronically absent in the 2021-2022 school year receiving a "Very High" status level on the California Schools Dashboard.
 According to the 2022 Fall California Schools Dashboard, West Riverside has a "Very High" status in Chronic Absenteeism for subgroups:
 English Learners = 39.3% Chronically Absent (321 students)
 Socioeconomically Disadvantaged = 40.9% Chronically Absent (596 students)
 Students with Disabilities = 42.3% Chronically Absent (78 students)
 Hispanic = 40.4% Chronically Absent (624 students)
- Attendance continues to be problematic at West Riverside. Each absence significantly impacts our overall daily attendance percentages. West Riverside Attendance Team will monitor attendance data and chronic absenteeism while offering student incentive programs for attendance. SART meetings will be continued to provide interventions and supports to families. The school website and social media resources will be used to share information, activities and opportunities available to students attending West Riverside as well as continue parent nights, community and family activities to reach out to our community in efforts to strengthen the home/school partnership.
- West Riverside will monitor/evaluate trends of attendance data and specific dates to increase messaging and connections to campus on those dates in hopes of reducing absences. There will be a purposeful and strategic target concentration on our subgroups (Students with Disabilities, Hispanic, English Learners

and Socioeconomically Disadvantaged) to identify trends or habits that inhibit daily attendance and provide interventions and structures to promote and better daily attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

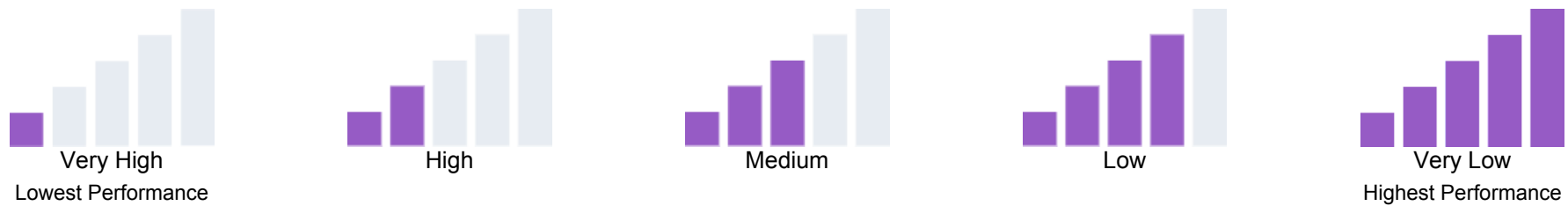
3. N/A

School and Student Performance Data

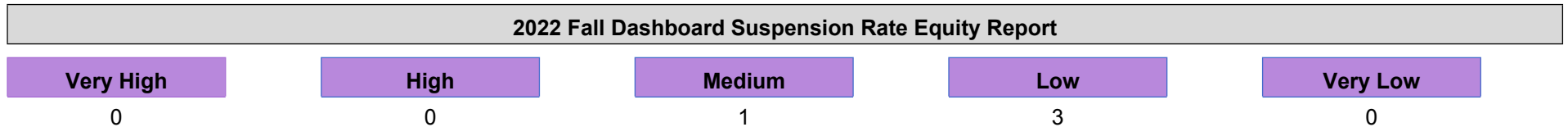
Conditions & Climate Suspension Rate

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

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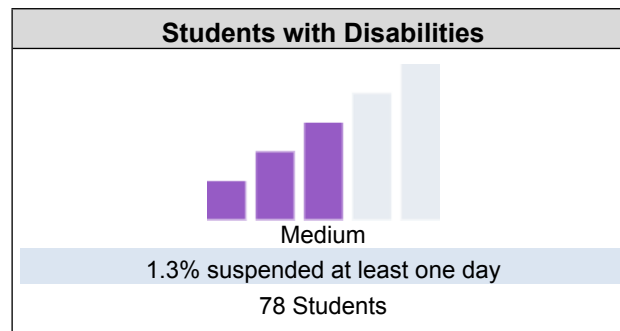
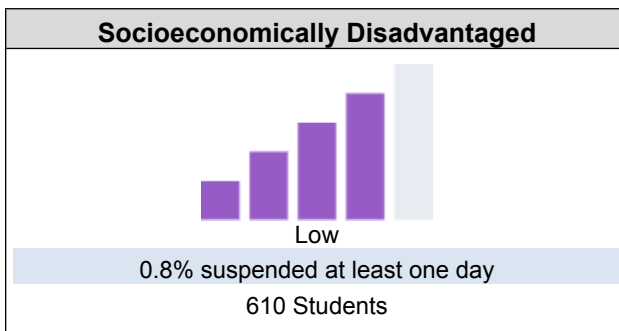
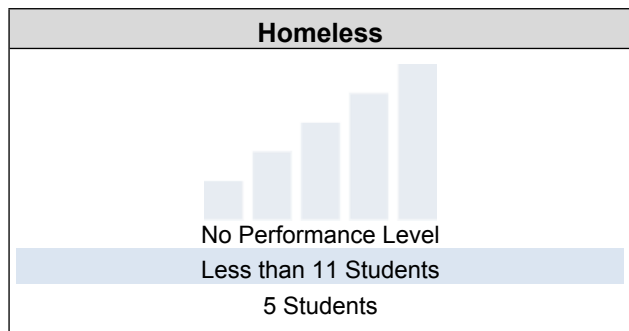
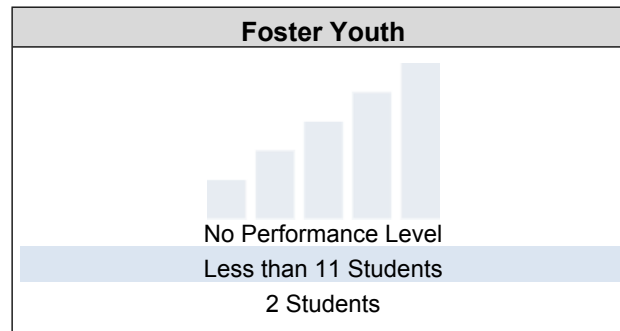
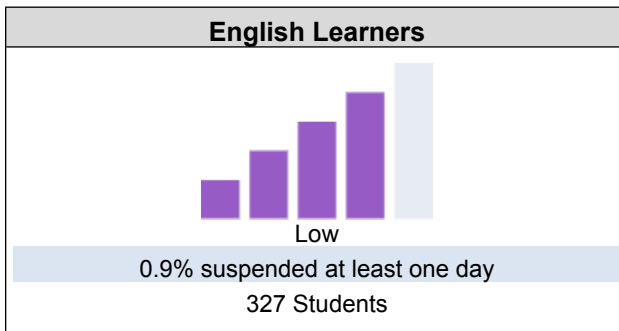
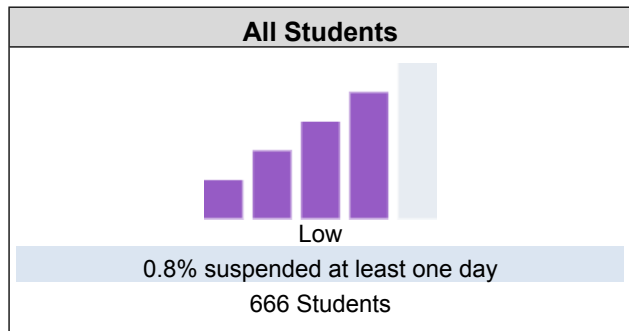


This section provides number of student groups in each level.

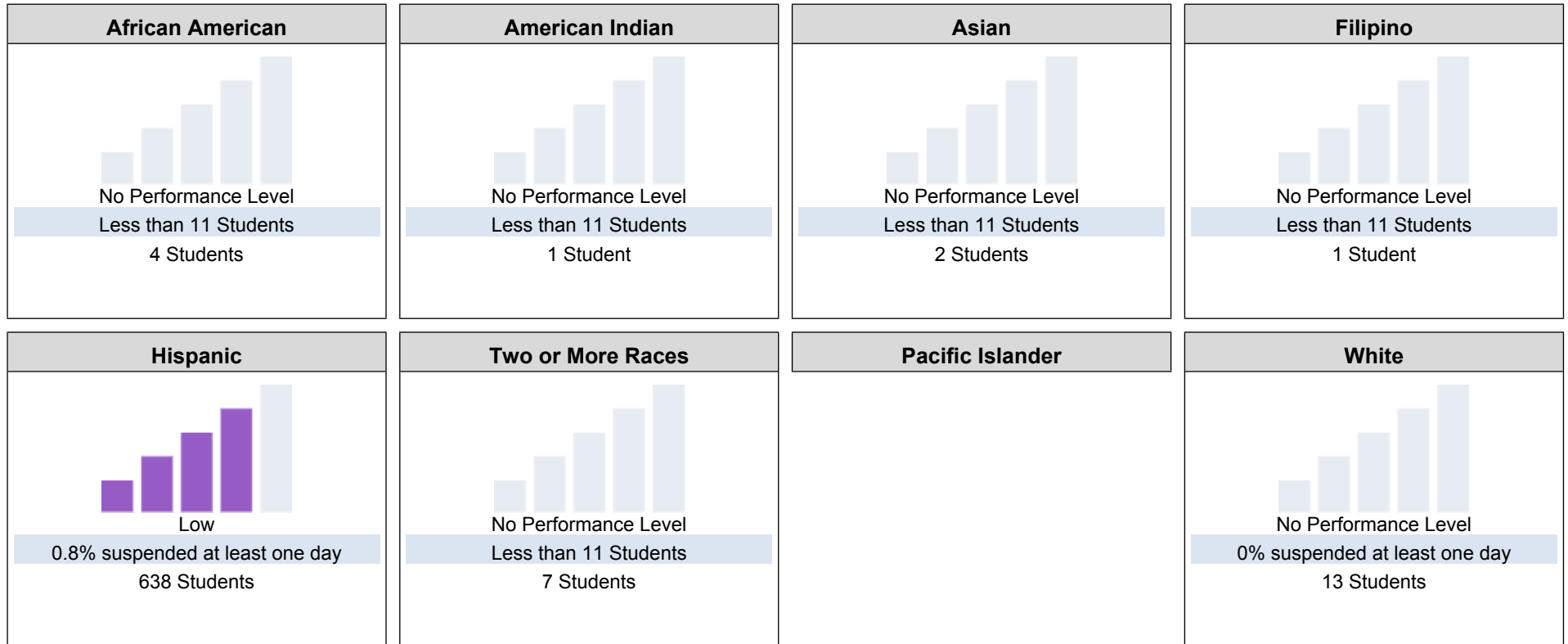


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- West Riverside Overall, suspension rate for all students has a status of "Low" on the CA Schools Dashboard with only a .8% of students suspended at least one day.
 - Subgroups, English Learners, Socioeconomically Disadvantaged and Hispanic received a status of "Low" in suspension rate.
 - Students with Disabilities received a status of "Medium" in suspension rate.
- West Riverside provides Social Emotional instruction, Incentives and other means of correction for students to maintain positive behavior. However, there is always a need to use reflective practices and revisit and revise protocols to ensure best practices are in place to address and support behavior concerns. PBIS/Leadership are currently working to address schoolwide efforts and input from all stakeholders in constructing and implementing a strong schoolwide behavior matrix with clear and consistent behavior expectations.
- Implementation of strong and consistent behavior expectations schoolwide will help West Riverside students to understand what is expected of them and to take personal responsibility in their daily efforts. to give their BEST! (Be Respectful, Encourage, Stay safe & Treat other with respect)

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:

Social Emotional Learning (SEL) will continue to be a focus for staff and students along with academics. Teachers will continue to assess students needs with data from NWEA, formative/summative assessments, CAASP, ELAC, and teacher assessments to identify the needs of their students and plan accordingly. There will be collaboration with the site ELA and Math Intervention teachers to ensure students are given the support needed. 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 PICO services and a Behavioral Health counselor. Intervention teachers, school psychologist, and speech pathologist are part of this SST team and are essential when identifying additional support systems for given students. The BSEL coach and Special Ed. specialists will provide support for students who are in need of social skills awareness. Further alignment of daily/monthly SEL instructional practices will be examined.

West Riverside participated in Positive Behavior Intervention Strategies (PBIS) Cohort 1 with RCOE/JUSD this year. A school PBIS team was formed and will lead the schoolwide focus into the 2023-2024 school year. School Discipline, students getting along with peers on a daily basis and troubled student behaviors has increased significantly upon return to in-person instruction on the West Riverside campus. A need for a schoolwide focus was identified by staff and a desire to revamp, provide and implement schoolwide practices and structures will be a priority for staff and students. Any additional funds will be allocated for behavioral/mental health lessons, counseling, strategies and interventions including schoolwide behavior management systems, grief counseling, addressing trauma, and helping to implement social skills lessons.

2022-2023 NWEA ELA Fall to Spring Data

Grade 1: There was an decrease of 8% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 2: There was a decrease of 6% students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 3: There was an increase of 1% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 4: There was a decrease of 2% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 5: There was an increase of 1% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 6: There was an decrease of 3% students who scored higher than the 61st percentile from the Fall to Spring NWEA

2022-2023 NWEA MATH Fall to Spring Data

Grade 1: There was no change (3%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 2: There was a decrease of 4% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 3: There was no change (5%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 4: There was no change (0%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 5: There was an decrease of 4% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 6: There was an increase of 2% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

NWEA ELA assessments indicate that Grades 1, 2, 4, and 6 declined in achievement percentiles when comparing the median percentile from the Fall 2022 to Spring 2023. Grades 3 and 5 both had a 1% increase in achievement percentiles. In math, NWEA data indicates that 6th grade was the only grade level with an increase (2%). There was no change Grades 1,3,4, and both Grades 2 and 5 had a decrease of 4% in achievement percentiles. These results indicate that students are struggling in both math and ELA in all grade levels.

Goals in ELA and Mathematics will continue to be addressed closely. Teachers and support staff will continue to provide first best teaching practices for all students in ELA and in Mathematics and will continue to collaborate to refine practices. A focus to specifically support English Learners, Hispanic, Socio Economically Disadvantage and Students with Disabilities will be in place. West Riverside will continue practices in micro-teaching/collaborative activities and Intensive Interventions with small group instruction in ELA and Math. Intensive Interventions will continue to be implemented in grades 1st through 6th in both ELA and Math. 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 continue to support teachers with Reading Running records and modeling lessons for Guided Reading and other best practice strategies. Mathematics Intervention will be developed and implemented using our Math Intervention teacher and newly adopted SAVVAS math curriculum. Intervention teachers and how they are utilized regarding ELA and Math will be determined based on student data.

ELPAC DATA: 2022 Fall Dashboard Student English Language Acquisition Results

16.9% Decreased One ELPI Level

32.9% Maintained ELPI Level 1, 2L, 2H, 3L, or 3H

0.0% Maintained ELPI Level 4

50.2% Progressed At Least One ELPI Level

The results above from ELPAC data indicates that our English Learners continue to struggle. However, over 50% of them progressed at least one ELPI level!

West Riverside will continue a focus on our English Learners in the 2023-2024 school year. Professional Development focused on second language acquisition, ELD, culturally responsive teaching, and the EL Roadmap will be revisited/provided for teachers. Teachers will continue to provide 30 minutes daily of

Designated ELD in their daily instruction, as well as Integrated ELD happening throughout instruction within each classroom. The entire school will respect a daily ELD Designated scheduled time of 8:30am-9:00am. Teachers will be given time to plan and collaborate on strategies that may assist English Learners to close the achievement gap and gain English proficiency. Language Services will provide specific Professional Development on ELD (Designated & Integrated) and curriculum to all grade levels. Consultants and Coaches will be provided by Language Services to implement Qtel and Wonders curriculum and strategies for grades K-6th to implement in the classroom. Alludo, the district's virtual professional development platform, will continue to include sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners. Principal walk-thru's will focus on ELD instructional practices and strategies within the classroom. Grade Level collaboration will have a focus on identifying, monitoring, and collaborating around EL students within the grade level and classrooms. Bilingual Language Tutors (BLT's) are assigned to classrooms with EL students and will support EL students to have equitable access to the core curriculum. Teachers and support staff will be looking at developing academic language structures and practices schoolwide to address and better the EL program.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>	<p>CAASPP ELA Data:</p> <p>Overall Distance from Standard: 98.8 points below standard ENGLISH LEARNERS: 107.4 points below standard HISPANIC: 99.2 points below standard SOCIOECONOMICALLY DISADVANTAGED: 98 points below standard STUDENTS WITH DISABILITIES: 163.2 points below standard</p>	<p>Expected Outcomes for 2023-2024: CAASPP ELA Data will show a reduction in the distance from standard by a minimum of 5 points overall and for all subgroups.</p> <p>CAASPP ELA Data:</p> <p>Overall Distance from Standard: 98.8 points below standard ENGLISH LEARNERS: 107.4 points below standard HISPANIC: 99.2 points below standard SOCIOECONOMICALLY DISADVANTAGED: 98 points below standard STUDENTS WITH DISABILITIES: 163.2 points below standard</p>
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>CAASPP MATH Data:</p> <p>Overall Distance from Standard: 119.3 points below standard ENGLISH LEARNERS: 124.3 points below standard HISPANIC: 118.4 points below standard SOCIOECONOMICALLY DISADVANTAGED: 118.3 points below standard STUDENTS WITH DISABILITIES: 174.3 points below standard</p>	<p>Expected Outcomes for 2023-2024: CAASPP Math Data will show a reduction in the distance from standard by a minimum of 5 points overall and for all subgroups.</p> <p>CAASPP MATH Data:</p> <p>Overall Distance from Standard: 119.3 points below standard ENGLISH LEARNERS: 124.3 points below standard HISPANIC: 118.4 points below standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		SOCIOECONOMICALLY DISADVANTAGED: 118.3 points below standard STUDENTS WITH DISABILITIES: 174.3 points below standard
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	2021-2022 ELPAC Data Proficiency for Summative ELPAC: 7.67% (4.85% increase from 2.82%) Level 4: 7.67% Well Developed (5% increase from 2.82%) Level 3: 31.33% Moderately Developed (6% increase from 25.35%) Level 2: 38.67% Somewhat Developed (.06% decrease from 38.73%) Level 1: 22.33% Minimally Developed (11% decrease from 33.10%)	Expected Outcome for 2023-2024: West Riverside will plan on improving English Proficiency as measured on the ELPAC by at least 3% for overall proficiency and in each level. 10% of EL students will be Proficient as indicated on the ELPAC 10% Level 4 34% Level 3 42% Level 2 25% Level 1 Level 3 and Level 4 will have an increased while Level 1 and Level 2 will have a decreased. ***** ***** 2021-2022 DATA Proficiency for Summative ELPAC: 7.67% (4.85% increase from 2.82%) Level 4: 7.67% Well Developed (5% increase from 2.82%) Level 3: 31.33% Moderately Developed (6% increase from 25.35%) Level 2: 38.67% Somewhat Developed (.06% decrease from 38.73%) Level 1: 22.33% Minimally Developed (11% decrease from 33.10%)
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	2021-2022 ENGLISH LEARNER RECLASSIFICATION Data 17.% of EL students were redesignated during the 2022-2023 school year. based on ELPAC results from 2021-2122. 6.9% WR Reclassification Rate 5.6 % District Reclassification Rate	Expected Outcome for 2023-2024: 20% of EL students will be classified as Fluent English Proficient as indicated on the ELPAC. English Learners will have an increase in the number of students classified as Fluent English Proficient annually. Maintain or increase CALPADS/DataQuest census data.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

6.2% County Reclassification Rate
 6.9% State Reclassification Rate
 Source: California Department of Education

Data Quest 2020-2021 data:
 19.5% Fluent English Proficient Students (119 students)
 6.9% Students Redesignated FEP (21 students)

DATE: 5/13/22
 Current Enrollment - 604
 TOTAL English Learners 300
 Current Reclassified 5

Reclassified Students 17-18 = 45 Students (9.8%)
 Reclassified Students 18-19 = 28 Students (6.7%)
 Reclassified Students 19-20 = 80 Students (21.2%)
 EXCEEDED GOAL by 64 students!

17.% of EL students were redesignated during the 2022-2023 school year. based on ELPAC results from 2021-2122.
 6.9% WR Reclassification Rate
 5.6 % District Reclassification Rate
 6.2% County Reclassification Rate
 6.9% State Reclassification Rate
 Source: California Department of Education

Reclassified Students 17-18 = 45 students (9.8%)
 Reclassified Students 18-19 = 28 students (6.7%)
 Reclassified Students 19-20 = 80 students (21.2%)
 Reclassified Students 20-21 = 21 students (6.9%)
 Reclassified Students 21-22 = 5 (tentative)

P8: Other Student Outcomes - NWEA ELA

2022-2023 NWEA ELA Fall to Spring Data

Grade 1: There was an decrease of 8% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 2: There was a decrease of 6% students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 3: There was an increase of 1% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 4: There was a decrease of 2% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 5: There was an increase of 1% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Expected Outcome for 2023-2024:
 All grade levels K-6th will have an increase of 3% in the number of students who score average to high average on the NWEA ELA.

2022-2023 NWEA ELA Fall to Spring Data

Grade 1: There was an decrease of 8% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 2: There was a decrease of 6% students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 3: There was an increase of 1% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Grade 6: There was an decrease of 3% students who scored higher than the 61st percentile from the Fall to Spring NWEA

Spring 2021-2022 NWEA ELA Data:

K 18% students scored average to high average (11 students)
2% students scored high (1 student)

1st 15% students scored average to high average (11 students)
1% students scored high (1 student)

2nd 14% students scored average to high average (9 students)
2% students scored high (1 student)

3rd 8% students scored average to high average (6 students)
3% students scored high (2 students)

4th 13% students scored average to high average (13 students)
3% students scored high (3 students)

5th 15% students scored average to high average (15 students)
0% students scored high (0 students)

6th 35% students scored average to high average (33 students)
4% students scored high (4 students)

Grade 4: There was a decrease of 2% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 5: There was an increase of 1% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 6: There was an decrease of 3% students who scored higher than the 61st percentile from the Fall to Spring NWEA

P8: Other Student Outcomes - NWEA Math

2022-2023 NWEA MATH Fall to Spring Data

Grade 1: There was no change (3%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Expected Outcome for 2023-2024:

All grade levels K-6th will have an increase of 3% in the number of students who score average to high average on the NWEA Math.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Grade 2: There was a decrease of 4% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 3: There was no change (5%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 4: There was no change (0%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 5: There was an decrease of 4%of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 6: There was an increase of 2% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Spring 2021-2022 NWEA Math Data:

K 23% students scored average to high average (15 students)
0% students scored high (0 students)

1st 24% students scored average to high average (18 students)
0% students scored high (0 students)

2nd 20% students scored average to high average (13 students)
3% students scored high (2 students)

3rd 8% students scored average to high average (6 students)
0% students scored high (0 students)

4th 12% students scored average to high average (12 students)
0% students scored high (0 students)

Grade 1: There was no change (3%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 2: There was a decrease of 4% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 3: There was no change (5%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 4: There was no change (0%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 5: There was an decrease of 4%of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 6: There was an increase of 2% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>5th 11% students scored average to high average (11 students) 0% students scored high (0 students)</p> <p>6th 21% students scored average to high average (21 students) 2% students scored high (2 students)</p>	
P8: HMH Reading Inventory for ELA	<p>HMH Reading Inventory for ELA Data:</p> <p>A total of 58 6th graders were assessed with the HMH Reading Inventory for ELA</p> <p>14% of 6th graders scored Advanced in the HMH Reading Inventory 24% of 6th graders scored Proficient in the HMH Reading Inventory 26% of 6th graders scored Basic in the HMH Reading Inventory 36% of 6th graders scored Below Basic in the HMH Reading Inventory</p>	<p>Expected Outcome for 2023-2024:</p> <p>HMH Reading Inventory for ELA was not administered in the 2022-2023 school year.</p> <p>NWEA ELA will replace this assessment for 6th grade middle school placements in ELA.</p>
P8: Other Student Outcomes - MDTP for Math	<p>MDTP Math Data:</p> <p>104 sixth graders completed the MDTP for Math. Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP.</p> <p>The results are as follows: 35% of 6th graders showed no mastery of these mathematical concepts 32% of 6th graders showed mastery in one of these mathematical concepts 7.6% of 6th graders showed mastery in two of these mathematical concepts 10.6% of 6th graders showed mastery in three of these mathematical concepts 7.6% of 6th graders showed mastery in four of these mathematical concepts 3.8% of 6th graders showed mastery in five of these mathematical concepts</p>	<p>Expected Outcome for 2023-2024:</p> <p>MDTP for math was not administered in the 2022-2023 school year.</p> <p>NWEA Math will replace this assessment for 6th grade middle school placements in Math.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2.8% of 6th graders showed mastery in six of these mathematical concepts 0% of 6th graders showed mastery in all seven of these mathematical concepts	

Planned Strategies/Activities

Action 1.1

1.1 CCSS Implementation

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for CCSS (Math, ELA, ELD, Science, and Social Science), PE, and SEL implementation include:</p> <p>A. Provide time for staff to collaborate on curriculum implementation, effective strategies/ideas/resources, participate in goal setting, calibrating lessons/assessments and data analysis for Math, ELA, ELD, Science, Social Science, PE, technology, SEL and Dual Immersion. Including, but not limited to contract(s) with consultant(s), Coaches and JUSD TOSA (s).</p> <p>B. Teachers will utilize NWEA, running records, formative assessments and summative assessments including teacher observations to monitor student progress and to plan daily instruction.</p> <p>C. Professional Development provided that focuses on second language acquisition, ELD, culturally responsive teaching, and the EL Roadmap. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners. Language Services will provide specific Professional Development on ELD (Designated & Integrated) and curriculum. Consultants and Coaches will be provided by Language Services to implement Qtel strategies and English 3D curriculum and strategies in grades 4th-6th. A focus on ELD program/curriculum/strategies</p>	<input checked="" type="checkbox"/> All Students Other student group(s) English Learners Hispanic <input checked="" type="checkbox"/> Students with Disabilities Socio Economically Disadvantaged	<p>Five Bilingual Language Tutors Salaries (3 hrs. each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$55021</p> <p>Three Bilingual Language Tutors Salaries (3 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$43977</p> <p>One Bilingual Language Tutor Salary (3 hrs) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$7852</p> <p>Media Center Clerk Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$65974</p> <p>Library Books and Digital Resource Materials</p>

will be provided and supported for TK-3rd Grade teachers to implement in the classroom with English Learners. District offered PD will be available to teachers on research based best practices and strategies to support English learners. (ex. GLAD training)

D. Bilingual Language Tutors (BLT's) are assigned to classrooms with EL students and students with identified learning gaps, who working towards proficiency in language acquisition. These tutors provide assistance to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish (5 @ 3hrs).

E. Release time may be provided to grade level appointed teacher or grade level chair to administer and/or review district-required assessments or site-suggested assessments, such as, but not limited to NWEA.

F. Provide release time/extra hourly for teachers to prepare and hold workshops for parents in regard to Common Core State Standards, ELD, AVID, GATE, SEL, Dual Immersion, Technology, etc.

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

H. Provide additional funding for the Library and Digital Resources/Technologies.

I. Elementary Media Center Clerk (EMCC) is assigned to the library and will coordinate the availability of materials for teachers to implement the grade level common core standards and other supplemental materials to support the implementation and assessments of ELA/Math CCSS. EMCC will also provide Technology support with Chromebooks, digital citizenship, Ebooks and other software to teachers. Makerspace/Innovation Center will be monitored by EMCC.

J. GATE facilitator will coordinate classes that will be offered for GATE students to participate. These classes will focus on topics that extend from the classroom or from CCSS. Classes may be held before, during or outside the regular instructional day. Materials and supplies, incentives and technologies needed to support and enhance student learning.

K. Provide release time to plan professional development or gather resources/materials/supplies/etc. for English Language learner instruction and to provide time for collaboration with DI, Regular Education Teachers and Special Education specialists.

5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$1,000.

Printing, Supplemental Student Materials
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$4,000.

Teacher Hourly and Substitute Teacher Release Time
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$4,500

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$2,000

Materials & Supplies
4000-4999: Books And Supplies
Title III LEP -- 4203
\$1,008.00

Conferences
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$500

Teacher Hourly and Substitute Teacher Release Time
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$2,500

- L. Digital Citizenship schoolwide - plan to build students digital literacy and enhance digital citizenship. Common Sense learning lessons are utilized as well as additional resources.
- M. All classrooms will continue using SEL instructional practices, supports and strategies to engage and support all students' Social Emotional Learning needs.
- N. Materials, Supplies, and resources to support district newly adopted curriculums in Mathematics and Social Studies. Teacher hourly/substitutes to support teacher collaboration and calibration as the new curriculums are implemented.

Action 1.2

1.2 Intervention

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for Literacy and Math Support Teachers (also known as Intervention Teachers) include:</p>	<p><u>X</u> All Students</p> <p>Other student group(s) Students with Disabilities</p> <p><u>X</u> English Learners</p> <p>Socio Economic Disadvantaged, Hispanic</p>	<p>Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$162445</p> <p>Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$29491</p> <p>Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$117962</p> <p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,500</p> <p>Supplemental Materials and Supplies including technology supplies 4000-4999: Books And Supplies</p>
<p>A. Two full-time Literacy Specialist Teachers (LST) and one full-time Math Support Teacher (MST) will be provided for our 1st - 6th grade students. Identified students performing below grade level in 1st-6th grade in reading and/or math may be given the opportunity to participate in a reading and/or math intensive intervention program. Students will be identified for these programs using NWEA assessments/monitoring and a variety of other data results and assessments.</p>		
<p>B. All students in 1st grade through 6th grade who are in need of ELA intervention may participate in a predominantly inclusion model. Small group differentiated instruction will be provided to ensure that all students have access to cross-curricular integration opportunities in the classroom. Guided reading will be one of the vehicles by which differentiation will occur. All first through sixth grade teachers, Intervention teachers, education specialists, and paraprofessionals have received training in the guided reading and progress monitoring tools. Teachers will be provided with resources that they can use to support their ELA instruction.</p>		

C. Intervention teachers will continue to participate in professional development on intervention strategies, NEWA assessments, Ellevation, and ELD strategies. They will support K-6 Foundational Skills/Early Literacy/Primary Intervention and Intensive Intervention Support with supplies, materials, attending professional development, and with using technology and software to support these programs.

D. Intervention teachers will provide supports and resources for Newcomers.

The schoolwide planned actions include:

E. 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.

F. Teachers have been provided with English Language Arts (ELA), Math and English Language Development (ELD) instructional materials TK-6 with professional support from publisher and language services staff with materials in both print and digital formats. All English Learner students receive instruction in the domains of Reading, Writing, Speaking and Listening, and Language as integrated ELD in addition to a minimum of 30 minutes of daily Designated ELD. Integrated and designated ELD coaching and standards implementation support will be focused on with support curriculum and consultant training through Language Services. Support is also provided through EL facilitators, BLTs, and Literacy Intervention Teachers.

G. 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 SEL, Physical Education, and academic school activities.

H. Purchase additional library books to provide additional reading materials for ELL students, providing equitable resources and to replace older books.

I. 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

LCFF Suppl/Conc -- 0707
\$2,500.

Library Books - Reading materials for ELL students
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$1,000

interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

J. Funds will be allocated for purchase of materials and supplies to implement behavioral/mental health lessons, counseling, strategies and interventions including schoolwide behavior management systems, grief counseling, addressing trauma, and helping to implement social skills lessons.

K. Resources and incentives will be provided to our students with disabilities, socio disadvantaged, Hispanic and English Language Learners, to allow for support and recognition as they continue to make progress towards their IEP goals, English proficiency and grade level CCSS.

Action 1.3

1.3 Staff Development/Collaboration

Modified Action

Planned Actions/Services

The planned actions for Staff Development/Collaboration include:

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 and NWEA 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 Special Education Specialists to plan instruction with general education teacher(s) on inclusion and how to address the needs of RSP/SDC students in the class. Teachers will plan using best practices and focus on various instructional models for inclusion. Release time will be provided for special education specialist and general education teaches to attend IEP meetings, transitional meetings, and parent conferences.

Students to be served

All Students
 Other student group(s) English Learners
 Students with Disabilities
 Hispanic
 Socio Economically Disadvantaged

Budget and Source

B. Teacher Hourly and Substitute Teacher Release Time
 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$5000
 Conferences
 5000-5999: Services And Other Operating Expenditures
 LCFF Suppl/Conc -- 0707 \$5000.00

C. Teachers will continue to participate in professional development that outlines researched based instruction and effective teaching strategies for all students during ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on effective teaching strategies for all students, including ELL, RSP, SDC, and GATE students.

D. Professional Development will be provided schoolwide to inform and keep abreast of Dual Immersion practices, program expectations and implementation at West Riverside to ensure collaboration of Dual Immersion with existing campus expectancies, practices and traditions.

E. The Intervention teachers will attend district training sessions to increase instructional and research knowledge and build expertise. Intervention teachers will participate in professional and staff development that focuses on best practice interventions and student monitoring. They will assist with administering the NWEA to identify those students who need intervention in ELA and math. Intervention teachers will continue to provide early literacy, foundational skills and intensive intervention support. Math Intervention Teacher will provide additional math support to identified students who may be struggling in math.

F. Teachers will participate in staff development on the ELD standards that focus on Integrated and Designated ELD instruction, second language acquisition, ELD, and culturally responsive teaching. They will receive professional development and collaborate on the EL Roadmap with a focus on West Riverside identified EL students and their needs. There will be a schoolwide focus to fill gaps, accelerate learning and support EL students equitably. Teachers 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 NWEA Assessments, ELPAC and CAASPP results to identify and strategically plan to fill the gaps and progress English language learning students towards proficiency. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners. Language Services will provide specific Professional Development on ELD (Designated & Integrated) and curriculum. Consultants and Coaches will be provided by Language Services to implement Kate Kinsella curriculum and strategies in grades 4th-6th. A focused ELD program/curriculum/strategies (TBD) will be provided and supported for TK-3rd Grade teachers to implement in the classroom. 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.

G. English Learners receive daily designated and integrated ELD. Teachers are provided support using Ellevation and from the Alludo platform which focuses on research based instructional strategies targeting English Learners. Bilingual Language Tutors provide additional support as well to EL students.

H. Teachers will be provided staff development on the Next Generation Science Standards (NGSS) and the new science adoption TWIGS. Release time and staff development will be provided for planning of lessons using these standards and curriculum. Teachers will have a choice, and will be provided to use, science notebooks as part of their instruction in science.

I. Technology facilitator will provide technology staff development on topics such as Powerschool Learning, Google, Common Sense Media, RAZZ kids, Q communication, Canvas and Digital Citizenship. A technology plan will be developed by site committee and implemented throughout the school year. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on technology and how to use it effectively in the classroom.

J. West Riverside grade level articulation of grade level writing expectations will continue to be refined and put into practice in grades K-6. Additional training with focus on writing across the curriculums and AVID 3 column notes will be provided for teachers and paraprofessionals.

K. Grade Level collaboration release days will be focused on equitable, strategic and purposeful professional development including instructional rounds, micro teaching, success criteria, planning and collaboration of scoring and calibrating, Data Analysis, SMART goals and next steps, NGSS/TWIGS science implementation, early literacy development, inclusion practices and ELD implementation and strategies.

L. BSEL coordinator will provide staff development on Panorama platform, survey data, district initiatives and SEL resources including Second Step curriculum. All classrooms will continue using Second Step curriculum, as well as, SEL instructional practices and strategies to engage and support all students' Social Emotional Learning needs.

M. Staff will continue to participate in professional development on research based behavior strategies and social emotional learning to implement within and outside of the classrooms.

N. Teacher(s)/Administration may attend a conference or conferences to support academics, technology, ELD, Equity, Dual Immersion, PE, AVID, GATE, SEL etc., then share in a Staff Mtg. or Professional Development.

Action 1.4

1.4 Pre-School Transition to TK and/or Kindergarten

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for Pre-School Transition to TK and/or Kindergarten are:</p> <p>A. West Riverside will communicate to parents the board policies and other requirements of the Transitional Kindergarten program.</p> <p>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.</p> <p>C. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students.</p> <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>F. Title I preschool program is funded by district reservation and provides the same support services as our Head Start program.</p>	<p><input checked="" type="checkbox"/> Other student group(s) Preschool/Head Start</p>	

Action 1.5

1.5 Elementary AVID

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>The planned actions for Elementary AVID include:</p> <p>A. Students will be provided with AVID materials and supplies including Agendas, binders and dividers to keep their classwork organized. Students will learn Elementary AVID skills that promote organization and college or career readiness.</p> <p>B. Teachers will participate in teacher meetings/conferences/collaboration that focuses on college and career readiness highlighting areas teachers can incorporate AVID focus into their lesson planning to give students opportunities to consider their future. Specific opportunities may be provided for Students with Disabilities, Hispanic, English Learners and Socio Economically Disadvantaged to explore college or career opportunities.</p> <p>C. Provide AVID release time for planning/facilitating school campus culture with focus on College and Career Readiness, College and Career Week, AVID spirit days, AVID certification and family/parent education to supports for College and Career.</p> <p>D. Parents will be given opportunity to participate in parent workshops that focus on college and career readiness and/or career technology education area for their child. The workshops will be given in both English and Spanish and babysitting will be provided.</p> <p>E. Funding will be provided to enhance our College and Career events and other AVID activities Including implementation of AVID schoolwide, continued staff development through AVID Path training, BOOST training, and AVID Summer Institute.</p> <p>F. Continued Implementation of AVID schoolwide, including continued site meetings, staff development through AVID Path training, BOOST training, AVID Summer Institute, and continued focus on college and career readiness, highlighting areas that teachers can incorporate into their lesson planning to give students opportunities to think about their future. In person and virtual college tours (fieldtrips for grades 4-6)</p>	<p><input checked="" type="checkbox"/> All Students</p> <p>Other student group(s) English Learners Hispanic</p> <p><input checked="" type="checkbox"/> Socio Economically Disadvantaged Students with Disabilities</p>	<p>Materials & Supplies, Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4,000</p>

Action 1.6

Essential Services and Supports to Student Learning

	<input checked="" type="checkbox"/> New Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Teachers and staff will be provided with necessary supplies for their classrooms as well as student supplies.</p> <p>B. Teachers and support staff will have access to copy machines in the workroom to print materials needed for classroom instruction.</p> <p>C. Yearly contract(s) for copy machine(s) and other office machines to include but not limited to: laminator/poster maker/die cut & certificate maker/ etc. to support student learning.</p> <p>D. Materials and supplies for copy machine(s) and other office machines to include but not limited to: laminator/poster maker/die cut & certificate maker/ etc. to support and enhance student learning.</p> <p>E. Teacher and support staff will have an adequate supply of paper to use in classroom printers as well as copy machines.</p> <p>F. Teachers will have adequate working technology in their classrooms. 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.</p> <p>G. Provide technology and software support for classroom integration to support CCSS (Math, ELA, ELD, Science, and Social Science), PE, and SEL implementation.</p> <p>H. Lamination will be available on site and maintenance contract will be updated.</p> <p>I. Printshop services will be available to teachers and office staff to provide students with necessary materials.</p> <p>J. Provide materials for new teacher(s) to support academics, incentives, and SEL. New Dragon monthly meetings support new teachers with current practices/events/traditions of school/district happenings. New Teachers are also provided teacher trainings to support district expectations.</p>	<p>X All Students</p>	<p>Copier Maintenance Contact to support CCSS implementation supplemental Materials including ELD. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000.00</p> <p>Maintenance Contract for Laminator 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$8,000.00</p> <p>Printshop Services 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$2000.00</p>

K. Materials and supplies needed to support student learning, incentives, Makerspace, Innovation Center, college and career readiness, and enrichment for students through STEM activities. (May include specific supplies for ELL, Dual Immersion, Students with Disabilities, Socioeconomically Disadvantaged students and GATE students)

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:

Daily SEL meetings in each classroom will focus on using Second Step curriculum and other Best practices and strategies at West Riverside. Many of West Riverside staff, students and families have experienced trauma during the past few years, and the entire community will continue to have focus on learning and providing PD/strategies to cope with adjusting to school, daily life and appropriate social skills when dealing with peers/global society. Continued efforts will be made to enhance SEL lessons and provide opportunities to share, model and express feelings and address social needs for students and training will be provided/offered to support teachers in the classrooms.

West Riverside sees a need to increase incentives and recognition for academics, behavior, attendance and citizenship. We believe we can reduce student absenteeism and increase positive behavior. Extended Learning Opportunities will continue to be offered. By providing supports that encourage collaboration, like an opportunity to play organized sports or attend a fine arts class will not only entice students to attend every day, but also provide teamwork and another connection to school. West Riverside will use any additional funding to implement before and after school activities that support students outside of academics. West Riverside will also focus on the physical well-being of the students. With a focus on being healthy inside and out West Riverside will support implementation of physical fitness with curriculum supports and equipment for before, during and after school activities. Additional recess/lunch resources, activities and options continue to be a need to engage students in healthy, safe and teambuilding opportunities. With this as a priority, with appropriate staffing and staff schedules, West Riverside will work to opening a Game Room, Makers-Space Library, Movie in the MPR, Jump Rope and Hula Hoop Zones as some of the additional recess/lunch activities and options for students to participate.

The BSELPBIS coordinator along with the PBIS Team and staff will refine, research, identify, purchase materials/supplies, and facilitate the implementation of a Positive Behavior schoolwide program that shares a universal message on campus promoting positive behavior. West Riverside will aim to minimize playground issues, motivate classrooms to follow schoolwide expectations, provide a universal message on campus, and continue to build a sense of community and school spirit. The program will include components of the PBIS positive behavior model. Teachers will teach short lessons within the classrooms that focus on the identified positive character traits. Incentives to motivate students, classrooms and grade levels will be developed, purchased and provided. The BSEL/PBIS coordinator and PBIS Team will provide staff development and support in planning these short lessons and building a more positive school culture. Student incentives will be given in the classroom and schoolwide to reward positive behavior. Incentives will be given to staff as well, ensuring all positive behaviors and collectedness around providing a positive culture is acknowledged and rewarded.

Student Junior Monitors/Coaches/Supervisors will be established, trained and implement a peer student leadership program to assist, support and promote safe and appropriate play/interactions among peers on campus during recess times. This student team will assist with students following school rules, providing students the ability to resolve minor conflicts on the playground, model the appropriate use of playground equipment and play areas and to support positive playground interactions between peers.

To support the goal of Safe, Orderly and Inviting Learning Environment, West Riverside will continue to purchase safety supplies, furniture, materials etc. for parking lot and campus space including student and staff restrooms, Innovation Center, Library, Classrooms and Office. Signage for informing parents and providing a welcoming and inviting environment will be purchased, created and displayed around the West Riverside campus.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School attendance rate	<p>For 2021-2022 School year:</p> <p>West Riverside Attendance rate was 90.58%</p> <p>Grade TK: Attendance rate was 92.55% Grade K: Attendance rate was 90.49% Grade 1: Attendance rate was 90.50% Grade 2: Attendance rate was 92.54% Grade 3: Attendance rate was 88.00% Grade 4: Attendance rate was 91.07% Grade 5: Attendance rate was 90.87% Grade 6: Attendance rate was 91.89%</p> <p>English Learner: Attendance rate was 90.83% McKinney-Vento: Attendance rate was 83.88% Special Education: Attendance rate was 90.18%</p> <p>Currently for 2022-2023: (4/18/23) West Riverside Attendance rate is 91.27%</p>	<p>2023-2024 Expected Outcome: There will be a 1% increase in attendance rates across all grade levels.</p> <p>West Riverside Attendance rate was 90.58%</p> <p>Grade TK: Attendance rate was 92.55% Grade K: Attendance rate was 90.49% Grade 1: Attendance rate was 90.50% Grade 2: Attendance rate was 92.54% Grade 3: Attendance rate was 88.00% Grade 4: Attendance rate was 91.07% Grade 5: Attendance rate was 90.87% Grade 6: Attendance rate was 91.89%</p> <p>English Learner: Attendance rate was 90.83% McKinney-Vento: Attendance rate was 83.88% Special Education: Attendance rate was 90.18%</p> <p>Currently for 2022-2023: (4/18/23) West Riverside Attendance rate is 91.27%</p> <p>*****</p> <p>Actual: School Attendance Actual: 93.08% Year to Date (20-21) Actual: 97.76% Year to Date (19-20) Actual: 95.81% Year to Date (18-19)</p>
P5 Chronic Absenteeism rate	<p>For the 2021-2022 school year:</p> <p>Overall Chronic Absenteeism rate was 39.8% status level: Very High</p>	<p>2023-2024 Expected Outcome: There will be 3% decrease in the chronic absenteeism rate school wide including in the following groups: English</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>English Learners: Chronic Absenteeism rate was 39.3% status level:Very High</p> <p>Hispanic subgroup: Chronic Absenteeism rate was 40.4% status level: Very High</p> <p>SES subgroup: Chronic Absenteeism rate was 40.9% status level: Very High</p> <p>Students w Disabilities subgroup: Chronic Absenteeism rate was 2.3% status level: Very High</p>	<p>Learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged.</p> <p>2021-2022 school year:</p> <p>Overall Chronic Absenteeism rate was 39.8% status level: Very High</p> <p>English Learners: Chronic Absenteeism rate was 39.3% status level:Very High</p> <p>Hispanic subgroup: Chronic Absenteeism rate was 40.4% status level: Very High</p> <p>SES subgroup: Chronic Absenteeism rate was 40.9% status level: Very High</p> <p>Students w Disabilities subgroup: Chronic Absenteeism rate was 2.3% status level: Very High</p> <p>Long term goal: Reduce Chronic Absenteeism rate to 0% Schoolwide and in all subgroups return to "Blue" Dashboard status or maintain rate exceeding District/County/State percentages.</p>
P6 Pupil Suspension rate	<p>For the 2021-2022 school year:</p> <p>Suspension rate overall was .8% and was rated "Low"</p> <p>English Learners subgroup: suspension rate was .9% and was rated "Low"</p> <p>Hispanic subgroup: suspension rate was .8% and was rated "Low"</p> <p>SES subgroup: suspension rate was .8% and was rated "Low"</p>	<p>2023-2024 Expected Outcome:</p> <p>There will be a 1% or less suspension rate overall and for all significant subgroups.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Students with Disabilities subgroup: suspension rate was 1.3% and was rated "Medium"</p> <p>There are 2 suspensions for the current school year of 2022-23.</p>	
<p>P6 Survey of pupils, parents, teachers on sense of safety</p>	<p>Student Responses: Fall 2022: 214 INCREASED to Winter 2023: 233</p> <p>LCAP Winter 2023 Results:</p> <p>LCAP Student Survey, Winter 2023: "How often do you worry about violence at your school?"</p> <p>41% responded favorably, 3% increase from Fall 2022</p>	<p>2023-2024 Expected Outcome:</p> <p>There will be a 50% of students who will respond favorably on the LCAP Survey to the question, "How often do you worry about violence at your school?"</p> <p>Long Term Goal: Increase STUDENT survey response and increase positive responses on survey results focusing on Safe and Orderly School practices</p>
<p>P6 Survey of pupils, parents, teachers on sense of safety</p>	<p>There was a DECLINE in both Teachers and Staff survey responses Teacher/Staff Responses from Winter to Spring:</p> <p>Winter LCAP 2022: Teachers 25/36 Staff 12/45 Spring LCAP 2023: Teachers 21/36 Staff 7/45</p> <p>DECLINE: Teachers: 4 Staff: 5</p> <p>The greatest Increase in positive responses on the Teacher/Staff Winter LCAP survey was: TOPIC: Teacher Self Reflection: Faculty perceptions of their professional strengths and areas of growth related to social emotional learning.</p> <p>INCREASE: FROM: winter 75% TO: spring 81%</p> <p>LCAP Winter 2023 Results:</p> <p>LCAP Teacher Survey, Winter 2023: "For students who need extra support, how difficult is it for them to get the support that they need?"</p>	<p>2023-2024 Expected Outcome:</p> <p>There will be a 80% of teachers who will respond, "Not at all difficult" or "Slightly difficult" on the LCAP Survey to the question, "For students who need extra support, how difficult is it for them to get the support that they need?"</p> <p>Long Term Goal: Increase TEACHER/STAFF survey responses and increase positive responses on survey results focusing on sense of motivation, high expectations and belonging at school.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	24% of teachers responded "Not at all difficult", 48% of teachers responded "Slightly difficult"	
P6: Survey of pupils, parents, teachers on sense of safety	<p>There was a DECLINE in Community/Family survey responses Community/Family Responses:</p> <p>Winter LCAP 2022: 26/618 (4.2%) Spring LCAP 2023: 6/611 (.98%)</p> <p>DECLINE: 20 less surveys</p> <p>LCAP Winter 2023 Results : Question: "For this school or district to be successful over the next three years, how important is it for us to focus on...Diversity and inclusion of all students?"</p> <p>50% of parents responded "Extremely important" 33% of parents responded "Quite important" 17% of parents responded "Somewhat Important"</p>	<p>2023-2024 Expected Outcome:</p> <p>Question: "For this school or district to be successful over the next three years, how important is it for us to focus on...Diversity and inclusion of all students?"</p> <p>Parents will respond 100% either "Extremely important" or "Quite important"</p> <p>Long Term Goal: Increase PARENT/FAMILY survey response and increase positive responses on survey results focusing on sense of motivation, high expectations and belonging at school.</p>
P1 School facilities are maintained in good repair	<p>The Facility Inspection Tool (FIT) indicates a rank of "Good" in all categories: Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External.</p> <p>West Riverside had an overall school rating of "Exemplary"</p>	<p>2023-2024 Expected Outcome:</p> <p>All school facility reports indicate 100% Good or Better on FIT reports (2023-2024 FIT Reports)</p>

Planned Strategies/Activities

Action 2.1

2.1 Safe and Healthy School Environment

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, Student Ambassador program, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, participation in National Kindness activities, etc.) Teachers and staff will use a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, PICO referrals, and inclusive practices. Students and families will be provided with support including behavior, safety, physical education activities, technology and mental health services with a focus on student wellness.</p> <p>B. Activity Supervisors will participate in trainings that focus on conflict resolution and positive reinforcement. They will provide appropriate campus supervision, enforce school rules/procedures and support student SEL needs. Activity Supervisors will supervise Parent workshops and PTA sponsored events that may require additional supervision. They will also provide babysitting for parent trainings, workshops and meetings including but not limited to: Parent Events, Coffee & Conversations, PTA, ELAC, and SSC.</p> <p>C. Additional Activity Supervisor (2.5hours) to provide supervision and safety of students arriving/leaving and while on campus due large area of our campus.</p> <p>D. 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. Safety coordinator will work with administration to include proactive emergency training for staff on procedures and expectations in case of emergency situations that could happen on the West Riverside campus. Each year the plan will be presented by the Safety coordinator to the English Language Advisory Committee (ELAC) and approved by the School Site Council. (SSC).</p> <p>E. Students and staff will practice disaster procedures by participating in monthly emergency drills, including but not limited to; fire, earthquake and lock down. Safety items and supplies will be purchased as identified thru proactive practices to ensure disaster preparedness on campus.</p> <p>F. Mental Health supports will be provided to students with continued services of Behavioral Health personnel, as well as with PICO referrals by school staff or parent. Behavior Health counselor will also provide assistance</p>	<p>X All Students</p>	<p>Health Care Aide Salary 3hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$24243</p> <p>Classified hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2500</p> <p>Materials & Supplies/Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4,000</p>

with social skill development in support of positive behavior at school with students.

G. Health aide will provide appropriate health care and nursing services. The health aide will also communicate with parents in regard to immunizations and allergies that might impact a student's school environment or student's education including attendance. Health aide will monitor student medications and follow doctor's orders when appropriately provided. Health aide will follow any "Student Health Plan" provided by JUSD nurse. Health aide will monitor students who may show COVID systems and follow district protocols on safety guidelines.

H. Staff will annually revise and distribute/post (WR website) The Parent/Student Handbook. School rules and procedures are included in the handbook for parent and students to reference. SEL strategies and resources are included in the handbook for parents and students to use as needed.

I. Extracurricular activities for students using teachers/consultants/support staff/volunteer community members will provide enriching opportunities/activities for students to be actively involved and engaged to enhance social and emotional well-being, physical fitness and promote teamwork. (Including but not limited to Anti-Bully club)

J. West Riverside will operate the 100 Mile Club that focuses on student health and well-being. Students will have the opportunity to participate in running/walking and monitoring the number of miles they achieve. Students will develop self-monitoring strategies. Incentives and motivational supplies will be provided for students and staff to participate. Activity Supervisors and staff will provide additional student supervision to ensure student safety.

K. West Riverside will implement healthy living initiatives to promote healthy living habits for all. These may include, but are not limited to; Fresh Fruit & Vegetable grant, Harvest of the Month, Physical Education standards, ELO opportunities to enrich physical activity and healthy personal living habits, etc.

L. Teachers will be provided Second Step curriculum and Sanford Harmony online SEL (Social Emotional Learning) portal for TK-6. Teachers will address their students' with SEL daily check-ins and activities. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all students including English Learner students.

M. Appropriate and necessary PE and recess equipment will be purchased and replenished throughout the school year to provide students with activities during Physical Education, lunch and recess.

N. Radios/Walkie Talkies will be purchased and replaced as needed for teachers and staff to provide clear communication and ensure safety for all students and staff on campus.

Action 2.2

2.2 Positive Behavior Intervention Support (PBIS) Social Emotional Learning (SEL)

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. A school PBIS team will work to create, implement and monitor a schoolwide PBIS program with a focus to improve school climate, culture and student behavior on the playground, school grounds and within classroom settings.

B. The BSELPBIS coordinator along with the Leadership Team will refine, research, identify, purchase materials/supplies, and facilitate the implementation of a Positive Behavior schoolwide program. The program will aim to minimize playground issues, motivate classrooms to follow schoolwide expectations, provide a universal message on campus, and continue to build a sense of community and school spirit. The program will include components of the PBIS positive behavior model. Teachers will teach short lessons within the classrooms that focus on the identified positive character traits. Incentives to motivate students, classrooms and grade levels will be purchased and provided.

C. The BSEL/PBIS coordinator and PBIS Leadership Team will provide staff development and support in planning short lessons focused on positive behavior and areas expectations. Release time will be provided for PBIS Leadership team to collaborate, develop, implement, and revise schoolwide PBIS.

D. Student incentives will be given in the classroom and schoolwide to reward positive behavior.

X All Students

Teacher Hourly and Substitute Teacher Release Time
1000-1999: Certificated Personnel Salaries Title I Basic -- 3010
\$1,000.00
Printing and Supplemental Student Materials
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$5000
Materials and Supplies and Incentives
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$10,000
Consultants
5800: Professional/Consulting Services And Operating Expenditures
LCFF Suppl/Conc -- 0707
\$4,000

E. Students will participate in trimester character reward activities. Classroom teachers and staff will identify students who demonstrated PBIS positive behavior throughout the trimester.

F. Morning announcements will include tips and suggestions for implementing the PBIS positive behavior traits, weekly behavioral skill and campus area expectations.

G. The Responsibility Room will be provided for students to reflect on behavior strategies and skills to be successful on the campus.

H. PBIS/SEL Coordinator will hold meetings, share information with Leadership Team, Teachers and Staff to review discipline data and brainstorm schoolwide interventions that promote good citizenship and kindness inside and outside the classroom.

I. Student Junior Monitors/Coaches/Supervisors will be established, trained and implement a peer student leadership program to assist, support and promote safe and appropriate play/interactions among peers on campus during recess times. This student team will assist with students following school rules, providing students the ability to resolve minor conflicts on the playground, model the appropriate use of playground equipment and play areas and to support positive playground interactions between peers.

J. BSEL/PBIS coordinator and staff will provide a schoolwide assertive discipline program. BSEL/PBIS implementation will include training and materials for teaching social skills with social skills posters and SEL strategies. The coordinator will update, and revise Area Expectations as needed. Students will earn incentives and rewards for attendance, good citizenship, making good choices, etc. (SNACK ATTACK Parties, DRAGON attendance rewards, Kindness recognition, "Caught being Good" and other incentives will be provided for students.)

Action 2.3

2.3 Attendance and Leadership Support

	X	Modified Action	
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Planned Actions/Services

Students to be served

Budget and Source

A. The staff will develop and implement attendance incentives such as classroom trophies, attendance medals, and certificates to promote attendance. Classes will earn incentives for daily attendance and being on time for school each day including SNACK ATTACK. This is an "On Time" program providing classes rewards and incentives when the class spells out SNACK ATTACK (11 days) with ALL students "On Time" to school each day.

X All Students

B. Students that continue to have excessive absences after Tier 1 supports have been implemented are provided a second level of re-engagement supports Tier 2. School staff will work with the student and family to monitor progress, identify barriers to student engagement and attendance, and meet student needs. If internet access is a barrier, students will be provided a mobile "hot-spot". Students may also be referred for behavioral health services through PICO to address mental health barriers to attendance and engagement. Tier 3 is implemented for those students who continue to have excessive absences after Tier 2 has been implemented. The school will work with Pupil Personnel Services department in a non-punitive SART process. If needed, the student may be referred to the social services or the SARB process to address barriers and to re-engage the student.

C. An attendance Team will meet regularly to address attendance concerns at the site and to focus resources and attention to providing supports and breaking barriers that contribute to chronic absenteeism.

Supplemental Materials and Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$300.00

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 and share parent engagement opportunities by communication using technology. Using Q communications, Parent Square, Class DoJo, the WR website and other forms of social media. To strengthen our goal of parent communication and participation in school-wide activities, the tech coordinators will be asked to increase technology learning and support for West Riverside parents/guardians. They will also be working to improve West Riverside Social Media presence.

Parent meetings/trainings/workshops/events will continue to be a focus to improve parent involvement on campus. Families continue to need reassurance that all safety measures are being taken on campus for their children. More emphasis will take place to have more families join our school site social media accounts to encourage them to connect more with the school. West Riverside would like to offer Parent Workshops based on parents needs, this requires extra time for teachers to plan and present information to parents. Hosting family events and offering parent workshops may prove as welcoming activities on campus. To strengthen our goals of parent connectivity, involvement and providing workshops, Teachers and staff will increase West Riverside opportunities to involve parents in activities and with designated release time to plan and implement these activities.

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 with the students' families, parent engagement will increase as a result of parents being more informed of classroom and schoolwide activities.

Using our PBIS/AVID coordinator and Leadership Team, we will focus on building positive relationships with staff, students and parents. 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. Parent engagement and participation will increase and our welcoming environment will remain strong.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families	LCAP Winter 2023 Results :	2023-2024 Expected Outcome: Parents will answer with a 90% favorable with either "Extremely

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	<p>Question: "For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?"</p> <p>33% (2)of parents responded "Extremely important" 50% (3) of parents responded "Quite important" 83% Favorable</p> <p>***** *****</p> <p>LCAP Parent/Family Survey Winter 2022:</p> <p>"For this school or district to be successful over the next three years, how important is it for us to focus on ...community partnerships?"</p> <p>86 % responded "Extremely Important or Quite Important" 25% (7) Quite Important 61% (17) Extremely Important</p>	<p>Important" or "Quite Important" to the question "For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?" on the LCAP survey.</p> <p>Long Term Goal: Increase PARENT/FAMILY survey response and increase positive responses on survey results focusing on Student, Family and Community Engagement.</p> <p>Parent LCAP Survey areas that are below 90% will increase by 3%</p>
P5: Survey of Students, Teachers, and Parents on Student Engagement	<p>LCAP Winter 2023 Results :</p> <p>Question: "For this school or district to be successful over the next three years, how important is it for us to focus on ... Student activities and extracurricular activities?"</p> <p>67% of parents responded "Extremely important" 17% of parents responded "Quite important" 83% Favorable</p>	<p>2023-2024 Expected Outcome:</p> <p>Parents will answer with a 90% favorable with either "Extremely Important" or "Quite Important" to the question " For this school or district to be successful over the next three years, how important is it for us to focus on ... Student activities and extracurricular activities?" on the LCAP survey.</p> <p>Long Term Goal: Increase PARENT/FAMILY survey response and increase positive responses on survey results focusing on Student activities and extracurricular activities.</p> <p>Parent LCAP Survey areas that are below 90% will increase by 3%</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

P5: Survey of Students, Teachers, and Parents on Student Engagement

LCAP Winter 2023 Results :

Question: "On most days, how enthusiastic are the students about being at school?"

0% of Teachers responded "Extremely enthusiastic
 52% 11/21 of Teachers responded "Quite enthusiastic"
 52% Favorable; 2% decrease from Fall 2022

LCAP Teacher Survey, Winter 2022:

"On most days, how enthusiastic are the students about being at school?"

83% responded "Quite Enthusiastic" or "Extremely Important"
 75% (9) Quite Enthusiastic
 8% (1) Extremely Important

2023-2024 Expected Outcome:

Teachers will answer with a 75% favorable with either "Quite enthusiastic" or "Extremely Important" to the question "On most days, how enthusiastic are the students about being at school?" on the LCAP survey.

Long Term Goal: Increase TEACHER survey response and increase positive responses on survey results focusing on Students being at school.

Teacher LCAP Survey areas that are below 90% will increase by 3%

P5: Survey of Students, Teachers, and Parents on Student Engagement

LCAP Winter 2023 Results :

Question:"Overall, how much do you feel like you belong at your school?"

63% (74)of Students responded"Completely belong"
 30% (70) of Students responded "Belong quite a bit"
 63% Favorable; 2% decrease from Fall 2022

LCAP Student Survey, Winter 2022:

"Overall, how much do you feel like you belong at your school?"

2023-2024 Expected Outcome:

Students will answer with a 65% favorable with either "Belong quite a bit" or "Completely belong" to the question "Overall, how much do you feel like you belong at your school?" on the LCAP survey.

Long Term Goal: Increase STUDENT survey response and increase positive responses on survey results focusing on Students' believing they belong at school.

Student LCAP Survey areas that are below 90% will increase by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	63% responded "Belong quite a bit" or "Completely belong" 20% (41) Belong quite a bit 43% (88) Completely belong	

Planned Strategies/Activities

Action 3.1

3.1 Parent Communication and Connectivity

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<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/ Q Communications. The school will provide assistance to all parents 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, Q Communications, Peach Jar, School Website, Class Dojo App, ZOOM Meetings, Google MEETS, home visits, phone calls, emails, and 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>D. Parent meetings will be provided and supported via live meets if/when necessary.</p> <p>E. Technology subscription to Arreya will be utilized to communicate and connect with students, families and the community.</p>	<input checked="" type="checkbox"/> All Students	<p>Translator Clerk Typist Salary 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$19318</p> <p>Translator Clerk Typist Salary 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$19318</p> <p>Postage 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p> <p>Technology and software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000</p>

Action 3.2

3.2 Parent Involvement and Engagement 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. The goal is to engage parents in 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. Parents will be communicated with daily if their student is absent by office staff. Home visits will be conducted to address attendance concerns with parents and to remove any barriers that may keep students from being successful.</p> <p>B. 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, Coffee & Conversations, Book Fair, Bring Your Parent to Lunch, Moms and Muffins, Dads and Donuts etc. All parent activities will be supported with English and Spanish translation. Babysitting will be provided when possible and appropriate. Parenting classes to support their child's education will be provided and may include Academic engagement with Common Core Standards, use of technology, English as a Second Language and Homework support, Etc.</p> <p>C. Parents will be kept informed and involved with school activities through Parent Connect, Peachjar, Class DoJo, Google Classrooms WR website, school marquee and Q Communications.</p> <p>D. Parent Involvement activities and materials to engage parents and students' collaboration with school curriculum to include reading, writing, listening and speaking.</p> <p>E. Additional staffing to facilitate Parent Involvement activities to include but not limited to classified extra hourly, certificated extra hourly, custodial extra hourly, Supervisor extra hourly etc.</p>	<p>X 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 \$600</p> <p>Classified hourly: Babysitting, supervision of students, hourly support staff 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p> <p>Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$500</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$933.00</p>

F. The school will facilitate parent workshops that may focus on topics like Social Emotional Learning (SEL), Student Engagement, CCSS, technology, cyberbullying, nutrition, AVID skills, Physical wellness, mental health, financial planning and other topics that may affect their children's success and well-being.

Action 3.3

3.3 Parent Engagement and Leadership

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<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 Q Communications, WR website, daily announcements, Class DoJo, Peachjar, monthly calendar and school marquee.</p> <p>B. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, DAC, 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>D. Parents will be given opportunities to participate in workshops that focus on how they can support their student at home with academics, technology, school engagement, Social Emotional Learning (SEL) and healthy living and well-being. In addition, parents will be provided support in technology by office staff, media clerk and/or other staff members.</p> <p>E. "Hot Spot" technology boost devices will be provided for families that need additional WiFi support in their homes to support student engagement in learning using student Chromebooks.</p>	<p><u>X</u> All Students</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 \$605</p> <p>Classified hourly: Babysitting, supervision of students for parent meetings 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$675</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 \$500.00</p>

Action 3.4

Student Engagement

X

New Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. West Riverside will participate in various activities supporting school events such as Red Ribbon Week, College and Career Readiness, Anti-Bullying, National Kindness Week, National Walk to School, Mental Health Awareness Week, etc.</p>	<p>X All Students</p>	
<p>B. West Riverside will provide engaging school assemblies, activities and fieldtrips. These events are utilized to support character development, school safety, academics, anti-bullying, connectedness to school and an overall positive school climate that inspire students to succeed and want to attend school.</p>		
<p>C. Student Ambassadors (5th grade nominated students to serve leadership during 6th grade year) will serve the campus in the Student Ambassador role. These students 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. Student Ambassadors will provide student voice and input to the Administration to consider in school needs, initiatives and programs.</p>		<p>Contracts for student assemblies 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,725</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,000</p>
<p>D. Organized sports during recess for students to have the opportunity to participate in and learn appropriate rules and social behaviors around teamwork and getting along.</p>		<p>Field Trips-Transportation 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$5000</p>
<p>E. Students in grades 4-6 are invited to participate in weekly band, strings band and recorder classes.</p>		<p>Field Trips- Entrance Fees 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707</p>
<p>F. West Riverside will support PTA and Community Schools sponsored events and help with providing supervision supplies, and refreshments as needed to encourage parents and students to feel connected as part of the West Riverside community. These include but not limited to the Fall Festival, Winter Wonderland, Festival of Cultures, etc.</p>		<p>\$6750</p>
<p>G. Pre-School students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities</p>		

between pre-school and TK/K students. Registration information for TK and Kindergarten will be provided in the Spring in both English and Spanish. Pre-school teachers will encourage parent involvement in activities, and Pre-school parents will be invited to all school activities and functions.

H. West Riverside will help to facilitate the transition between our 6th grade students and the feeder Middle School.

I. Students will be provided with engaging clubs/opportunities which may include robotics, coding, STEM, makerspace, technology, computer science and science projects.

J. Community Schools TSA will provide students with the opportunities to be connected on campus, encourage attendance and an overall willingness and drive to succeed while at school,

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	<p>Overall Distance from Standard: 98.8 points below standard ENGLISH LEARNERS: 107.4 points below standard HISPANIC: 99.2 points below standard SOCIOECONOMICALLY DISADVANTAGED: 98 points below standard STUDENTS WITH DISABILITIES: 163.2 points below standard</p>
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	<p>Overall Distance from Standard: 119.3 points below standard ENGLISH LEARNERS: 124.3 points below standard HISPANIC: 118.4 points below standard SOCIOECONOMICALLY DISADVANTAGED: 118.3 points below standard STUDENTS WITH DISABILITIES: 174.3 points below standard</p>
<p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p>	<p>Expected Outcome for 2022-2023: West Riverside will plan on improving English Proficiency as measured on the ELPAC by at least 3% for each level of students. 10% of EL students will be Proficient as indicated on the ELPAC</p>	<p>2021-2022 DATA Proficiency for Summative ELPAC: 7.67% Level 4 7.67% Well Developed (5% increase from 2.82%) Level 3 31.33% Moderately Developed (6% increase from 25.35%) Level 2 38.67% Somewhat Developed</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Level 3 and Level 4 will have an increased while Level 1 and Level 2 will have a decreased.	(% from 38.73%) Level 1 22.33% Minimally Developed
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	<p>Reclassified Students 17-18 = 45 students Reclassified Students 18-19 = 28 students Reclassified Students 19-20 = 80 students Reclassified Students 20-21 = 21 students Reclassified Students 21-22 = 21 students Reclassified Students 22-23 = 3 students (tentative)</p> <p>English Learners will have an increase in the number of students classified as Fluent English Proficient annually. Maintain or increase CALPADS/DataQuest census data.</p> <p>Expected Outcome for 2022-2023: 24% of EL students will be classified as Fluent English Proficient as indicated on the ELPAC</p>	<p>17.% of EL students were redesignated during the 2022-2023 school year. based on ELPAC results from 2021-2122.</p> <p>6.9% WR Reclassification Rate 5.6 % District Reclassification Rate 6.2% County Reclassification Rate 6.9% State Reclassification Rate Source: California Department of Education</p>
P8: Other Student Outcomes - NWEA ELA	<p>Expected Outcome for 2022-2023: All grade levels K-6th will have an increase of 5% in the number of students who score average to high average on the NWEA ELA. (higher than the 61st percentile)</p>	<p>2022-2023 NWEA DATA</p> <p>For Grade 1: There was an decrease of 8% of students who scored higher than the 61st percentile from the Fall to Spring NWEA</p> <p>For Grade 2: There was a decrease of 6% students who scored higher than the 61st percentile from the Fall to Spring NWEA</p> <p>For Grade 3: There was an increase of 1% of students who scored higher than the 61st percentile from the Fall to Spring NWEA</p> <p>For Grade 4: There was a decrease of 2% of students who scored higher than the 61st percentile from the Fall to Spring NWEA</p> <p>For Grade 5: There was an increase of 1% of students who scored higher than the 61st percentile from the Fall to Spring NWEA</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>Fore Grade 6: There was an decrease of 3% students who scored higher than the 61st percentile from the Fall to Spring NWEA</p>
<p>P8: Other Student Outcomes - NWEA Math</p>	<p>Expected Outcome for 2022-2023: All grade levels K-6th will have an increase of 5% in the number of students who score average to high average on the NWEA Math.</p>	<p>2022-2023 NWEA DATA</p> <p>For Grade 1: There was no change (3%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA</p> <p>Grade 2: There was a decrease of 4% of students who scored higher than the 61st percentile from the Fall to Spring NWEA</p> <p>Grade 3: There was no change (5%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA</p> <p>Grade 4: There was no change (0%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA</p> <p>Grade 5: There was an decrease of 4%of students who scored higher than the 61st percentile from the Fall to Spring NWEA</p> <p>Grade 6: There was an increase of 2% of students who scored higher than the 61st percentile from the Fall to Spring NWEA</p>
<p>P8: HMH Reading Inventory for ELA</p>	<p>2022 - 2023 School Year:</p> <p>50% of 6th graders will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment.</p> <p>35% of SED students will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment.</p>	<p>A total of 58 6th graders were assessed with the HMH Reading Inventory for ELA</p> <p>14% of 6th graders scored Advanced in the HMH Reading Inventory for ELA</p> <p>24% of 6th graders scored Proficient in the HMH Reading Inventory for ELA</p> <p>26% of 6th graders scored Basic in the HMH</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>20% of EL students will meet or exceed grade level standards as evident on the CAASPP Alternate English Assessment.</p> <p>BLT services and targeted Guided Reading Intervention will be provided with a goal to increase literacy achievement and engage students in accelerated learning.</p>	<p>Reading Inventory for ELA</p> <p>36% of 6th graders scored Below Basic in the HMH Reading Inventory for ELA</p>
<p>P8: Other Student Outcomes - MDTP for Math</p>	<p>2022 - 2023 School year:</p> <p>50% of 6th graders will meet or exceed grade level standards as evident on the CAASPP Alternate Math Assessment.</p> <p>50% of SED students will meet or exceed grade level standards as evident on the CAASPP Alternate Math Assessment.</p> <p>20% of EL students will meet or exceed grade level standards as evident on the CAASPP Alternate Math Assessment.</p> <p>BLT services and Math Intervention will be provided with a goal to increase math achievement and engage students in accelerated learning.</p>	<p>104 sixth graders completed the MDTP for Math.</p> <p>Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP.</p> <p>The results are as follows: 35% of 6th graders showed no mastery of these mathematical concepts 32% of 6th graders showed mastery in one of these mathematical concepts 7.6% of 6th graders showed mastery in two of these mathematical concepts 10.6% of 6th graders showed mastery in three of these mathematical concepts 7.6% of 6th graders showed mastery in four of these mathematical concepts 3.8% of 6th graders showed mastery in five of these mathematical concepts 2.8% of 6th graders showed mastery in six of these mathematical concepts 0% of 6th graders showed mastery in all seven of these mathematical concepts</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CCSS Implementation The planned actions for CCSS (Math, ELA, ELD, Science, and Social</p>	<p>The Actual Actions/Services for CCSS (Math, ELA, ELD, Science, and Social</p>	<p>E. Five Bilingual Language Tutors (3 hrs. each)</p>	<p>E. Five Bilingual Language Tutors (3 hrs. each)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Science), PE, and SEL implementation include:</p> <p>A. Provide time for staff to collaborate on curriculum implementation, effective strategies/ideas/resources, participate in goal-setting, calibrating lessons/assessments and data analysis for Math, ELA, ELD, Science, Social Science, PE, technology, SEL and Dual Immersion. Includes contract(s) with consultant(s), Coaches and JUSD TOSA (s).</p> <p>B. Teachers will collaborate and calibrate during staff development focused on the Next Generation Science Standards (NGSS), planning of lessons using newly adopted science curriculum (TWIG) and utilizing West Riverside's Innovation Center for student/grade level learning opportunities. Teachers will be provided and continue to use science notebooks and materials as part of their instruction in science.</p> <p>C. Teachers will utilize NWEA, running records, formative assessments and summative assessments including teacher observations to monitor student progress and to plan daily instruction.</p> <p>D. Provide Professional Development that focuses on second language acquisition, ELD, culturally responsive teaching, and the EL Roadmap. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and</p>	<p>Science), PE, and SEL implementation included:</p> <p>A. Collaborated staff development time was provided for staff on curriculum implementation, effective strategies/ideas/resources, participate in goal-setting, calibrating lessons/assessments and data analysis for ELA, ELD, mathematics, TWIG science and technology including data analysis, grade level planning, collaboration, and best practice strategy sharing. Priority focus was given to academic support for English Learners, Dual Immersion and beginning Cohort 1 PBIS training with RCOE. Consultants were utilized with Language Services providing Professional Development in ELD (West Ed & Qtel). JUSD Coaches and TOSA's were utilized with Professional Development with ELD/Ellevation, LST/MST: NWEA , GLAD training, Dual Immersion trainings and TWIG science trainings.</p> <p>B. Teachers collaborated and calibrated during Professional Development Grade Level Release Days and Wednesday Collaboration meetings focused on the Next Generation Science Standards (NGSS) thru planning of and implementation of newly adopted TWIG science curriculum. Grade Levels did not utilize West Riverside's Innovation Center for student/grade level learning opportunities. Teachers were provided and continued to use</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$65,234</p> <p>E. Two Bilingual Language Tutor (3 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$30,515</p> <p>E. One Bilingual Language Tutor (3 hrs) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$6,551</p> <p>R. Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$53,664</p> <p>L. Library Books and Digital Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000.</p> <p>B. C. F. P. Printing, Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000.</p> <p>G. I. J. K. S. T. Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4,500</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$27293</p> <p>E. Two Bilingual Language Tutor (3 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$34,467</p> <p>E. One Bilingual Language Tutor (3 hrs) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$7,399</p> <p>R. Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$65,248</p> <p>L. Library Books and Digital Resource Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>B. C. F. P. Printing, Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000</p> <p>G. I. J. K. S. T. Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4,000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>paraprofessionals on ELD instruction and strategies targeting English Learners. Language Services will provide specific Professional Development on ELD (Designated & Integrated) and curriculum. Consultants and Coaches will be provided by Language Services to implement Kate Kinsella curriculum and strategies in grades 4th-6th. A focused ELD program/curriculum/strategies (TBD) will be provided and supported for TK-3rd Grade teachers to implement in the classroom.</p>	<p>science notebooks and materials as part of their instruction in science.</p>	<p>F. M. S. Gap Materials and Supplies 4000-4999: Books And Supplies \$2,000</p>	<p>F. M. S. Gap Materials and Supplies 4000-4999: Books And Supplies \$2,000</p>
<p>E. Bilingual Language Tutors (BLT's) are assigned to classrooms with EL students who working towards proficiency in language acquisition. These tutors provide assistance to EL students by clarifying instruction and providing lesson reinforcement in both English and Spanish (5 @ 3hrs).</p>	<p>C. Teachers utilized NWEA, running records, formative assessments and summative assessments including teacher observations to monitor student progress and to plan daily instruction.</p>	<p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$4,000</p>	<p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000</p>
<p>F. Teachers will be provided with supplemental materials, supplies, incentives, library resources, technology, and other pertinent items to provide supplementary instruction and support to EL/SDC/RSP/GATE/Merit students. Teachers will also be provided with supplemental support ELA, ELD, mathematics, and science materials (includes but not limited to: copy machines, printing, novel, leveled readers, manipulatives, software and informational texts.</p>	<p>D. Professional Development was provided by WestEd for WR Leadership Team that focused on second language acquisition, ELD, culturally responsive teaching, and the EL Roadmap. Leadership participated in 3 release days that consisted of 1/2 PD by WestEd and 1/2 collaboration to present information from the PD back to entire teaching staff during staff Professional Development (3 Wednesday early release days). Language Services provided specific Professional Development on ELD (Designated & Integrated) and curriculum. Consultants and Coaches were provided by Language Services to implement "Q-tel" curriculum and strategies in grades 4th-6th. "Wonders" ELD program/curriculum/strategies was provided and supported for TK-3rd grade teachers to implement in the classroom. ELD Teacher Coaching opportunities (6 days) were offered for all teachers TK-6 to assist with lesson development and implementation of the newly addressed ELD curriculum/strategies from the Professional Development provided.</p>	<p>E. F. Q.T. Materials & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1,650.00</p>	<p>E. F. Q.T. Materials & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1,500</p>
		<p>H. Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500</p>	<p>H. Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500</p>
		<p>A. Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$0</p>	<p>A. Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$0</p>
		<p>A. Consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$6,000</p>	<p>A. Consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>
		<p>G. I. J. K. S. T. Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,500</p>	<p>G. I. J. K. S. T. Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G. Release time may be provided to grade level appointed teacher or grade level chair to administer and/or review district required assessments or site suggested assessments, such as, but not limited to NWEA.</p> <p>H. Teacher(s)/Administration may attend a conference or conferences to support academics, technology, ELD, Equity, Dual Immersion, PE, etc., then share in a Staff Mtg. or PD.</p> <p>I. Provide substitute(s) for teacher(s) to attend a conference/conferences to support academics, technology, ELD, Dual Immersion, PE, AVID, GATE, SEL, etc. then share in a Staff Mtg. or PD.</p> <p>J. Provide time for teachers to prepare and hold workshops for parents in regards to Common Core State Standards, ELD, AVID, GATE, SEL, Dual Immersion, Technology, etc.</p> <p>K. Provide roving subs for teachers to attend meetings to discuss the progress of their students during IEP's, SST's, and 504s.</p> <p>L. Provide additional funding for the Library and Digital Resources/Technologies.</p> <p>M. Provide technology and software support for classroom integration to support CCSS (Math, ELA, ELD, Science, and Social Science), PE, and SEL implementation.</p>	<p>6 primary/1 upper teachers (28%) participated in this Coaching opportunity. Alludo, the district's virtual professional development platform, included sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners.</p> <p>E. Bilingual Language tutors worked closely with the Intervention Teachers and were assigned to grade level classrooms with EL students identified at beginning levels of language acquisition. BLT's additionally served students that have identified academic gaps. BLT's provided assistance to EL students by working in small groups with guided reading, foundational literacy/mathematical skills, clarifying instruction and providing lesson reinforcement in both English and Spanish for EL students, as well as primary language support with English only students. WR funds 5 BLT's for 3 hours daily. Due to JUSD staffing issues these 5 positions have not been fully staffed in the 2022-2023 school year.</p> <p>F. Teachers were 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 were also provided with</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>N. Provide materials for new teacher(s) to support academics, incentives, and SEL.</p> <p>O. Yearly contract(s) for copy machine(s) and other office machines to include but not limited to: laminator/poster maker/die cut & certificate maker/ etc. to support student learning.</p> <p>P. Supplies for copy machine(s) and other office machines to include but not limited to: laminator/poster maker/die cut & certificate maker/ etc. to support and enhance student learning.</p> <p>Q. Materials and supplies needed to support student learning, incentives, Makerspace, Innovation Center, college and career readiness, and enrichment for students through STEM activities. (May include specific supplies for ELL and GATE students)</p> <p>R. Elementary Media Center Clerk (EMCC) is assigned to the library and will coordinate availability of materials for teachers to implement the grade level common core standards and other supplemental materials to support the implementation and assessments of ELA/Math CCSS. EMCC will also provide Technology support with Chromebooks, digital citizenship, Ebooks and other software to teachers.</p>	<p>supplemental support ELA/ELD, Mathematics, and science materials (including copy machines, printing, graphing calculators, novels, leveled readers, manipulatives, software, and informational texts).</p> <p>G. TK-6 teachers administered district required assessment of NWEA. Release time was not provided to grade level appointed teacher or grade level chair to administer and/or review district required assessments or site suggested assessments, such as, but not limited to NWEA. The review of district required/grade level assessments was done during grade level release time and Wednesday collaboration.</p> <p>H. Teacher(s)/Administration attended conference (s) to support academics, technology (CUE, GLAD, ELD, Equity, Dual Immersion, AVID, GATE, SEL) Information was shared in Staff Meetings, Professional Development, Grade Level collaboration and/or emails.</p> <p>I. Substitute(s) were provided for teacher(s) to attend conference/conferences to support academics, technology,(CUE, GLAD, ELD, Dual Immersion, AVID, GATE, SEL)</p> <p>J. Time was provided for teachers to prepare and hold informational meetings/workshops for parents in regards to Common Core State</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Makerspace/Innovation Center will be monitored by EMCC.</p> <p>S. GATE facilitator will coordinate classes that will be offered for GATE students to participate. These classes will focus on topics that extend from the classroom or from CCSS. Classes may be held before, during or outside the regular instructional day. Materials and supplies, incentives and technologies needed to support and enhance student learning.</p> <p>T. Provide release time to plan professional development or gather resources/materials/supplies/etc. for English Language learner instruction and to provide time for collaboration with DI Teachers.</p> <p>U. Digital Citizenship schoolwide - plan to build students digital literacy and citizenship.</p> <p>V. All classrooms will continue using SEL instructional practices, supports and strategies to engage and support all students' Social Emotional Learning needs.</p>	<p>Standards, ELD, GATE, and Dual Immersion.</p> <p>K. Roving subs were provided for teachers to attend meetings to discuss the progress of their students during IEP's, SST's, and 504s.</p> <p>L. Additional funding for the Library and Digital Resources/ Technologies was provided to enhance English/Spanish books, Parent involvement reading with students book section in the library. Chromeboxes and Arreya technology were purchased.</p> <p>M. No technology and software support for classroom integration to support CCSS (Math, ELA, ELD, Science, and Social Science), PE, and SEL implementation was purchased during the 2022-23 school year.</p> <p>N. Supplies and Materials were provided for new teachers/programs (Dual Immersion). In addition, ALL teachers Were provided Amazon purchase orders in the amount of \$200 to support academics, incentives, and SEL.</p> <p>O. Yearly contract(s) for copy machine(s) and other office machines were maintained to include but not limited to: copy machines, printers, Risograph machine, laminator/poster maker/die cut & certificate maker/ etc. to support student learning.</p>		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

P. Supplies were purchased for copy machine(s) and other office machines to include but not limited to: copy machines, printers, laminator/poster maker/die cut & certificate maker/ etc. to support and enhance student learning.

Q. Materials and supplies were purchased to support student learning, incentives, Makerspace, Innovation Center, college and career readiness, and enrichment through STEM activities for students including ELL and GATE students.

R. Elementary Media Center Clerk (EMCC) was assigned to the library and coordinated availability of materials for teachers to implement the grade level common core standards and other supplemental materials to support the implementation and assessments of ELA/Math CCSS. EMCC also provided Technology support with Chromebooks, digital citizenship, and other software to teachers. the Makerspace/Innovation Center was monitored by EMCC. The Innovation Center was not utilized as a learning space for students due to staffing shortages.

S. GATE facilitator offered and coordinated ELO classes for GATE students to participate. These ELO classes focused on topics that extended from the classroom or from CCSS. Classes were not held before

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

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or during the regular instructional day. Materials and supplies, incentives and technologies were provided as needed to support and enhance student learning.

T. Release time to plan professional development or gather resources/materials/supplies/etc. for English Language learner instruction and to provide time for collaboration with DI Teachers was provided in Grade Level Release and DI release days TK and Kindergarten.

U. West Riverside participated in Digital Citizenship: Common Sense Media schoolwide. Technology coordinators wrote and facilitated a plan to build students digital literacy and citizenship TK-6th grade

V. All classrooms began implementing 2nd Step SEL curriculum daily. Teachers continued using SEL instructional practices, supports and strategies to engage and support all students' Social Emotional Learning needs.

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1.2 Intervention

The planned actions for Literacy and Math Support Teachers (also known as Intervention Teachers) include:

The Actual Actions/Services for Literacy and Math Support Teachers (also known as Intervention Teachers) included:

A. Two full-time Literacy Specialist Teachers (LST) and one full-time Math

A. Literacy Support Teacher
1000-1999: Certificated
Personnel Salaries
Title I District -- 500 3010
\$73,684

A. Literacy Support Teacher
1000-1999: Certificated
Personnel Salaries
Title I District -- 500 3010
\$84,730

A. Literacy Support Teacher

A. Literacy Support Teacher

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Two full-time Literacy Specialist Teachers (LST) and one full-time Math Support Teacher (MST) will be provided for our 2nd- 6th grade students. Students performing below grade level in 2nd-6th grade in reading and/or math will be given the opportunity to participate in a reading and/or math intensive intervention program. Students will be identified for these programs using NWEA assessments/monitoring and a variety of other data results and assessments.</p>	<p>Support Teacher (MST) was provided for 2nd - 6th grade students. Students performing below grade level in 2nd-6th grades in reading and/or math were given opportunity to participate in a reading and/or math intensive intervention program. Students were identified for these programs using teacher observation/input, NWEA assessments/monitoring and a variety of other data results and assessments.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$73,684</p>	<p>1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$84,730</p>
<p>B. All students in 2nd grade through 6th grade who are in need of ELA intervention will participate in a predominantly inclusion model. Small group differentiated instruction will be provided to ensure that all students have access to cross-curricular integration opportunities in the classroom. Guided reading will be one of the vehicles by which differentiation will occur. All second through sixth grade teachers, Intervention teachers, education specialists, and paraprofessionals have received training in the guided reading and progress monitoring tools. Teachers will be provided with resources that they can use to support their ELA instruction.</p>	<p>TK/K students were provided intervention with opportunities to participate in ELO four days weekly in sessions provided each trimester. 1st Grade students were provided Intervention with Tk/K Teacher support (M,T,TH,F).</p>	<p>A. Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$131,986</p>	<p>A. Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$149,802</p>
<p>C. Intervention teachers will continue to participate in staff development on intervention strategies, NEWA assessments, Ellevation, and ELD strategies. They will support K-6 Foundational Skills/Early Literacy/Primary Intervention and</p>	<p>B. Some students in 2nd grade through 6th grade who are in need of ELA intervention participated in a predominantly inclusion model. Small group differentiated instruction was provided to ensure that all students have access to cross-curricular integration opportunities in the classroom. Guided reading was one of the vehicles by which differentiation will occur. Not all 2nd through 6th grade teachers, Intervention teachers, education specialists, and paraprofessionals have received formal training in the guided reading and progress monitoring tools. Staffing changes, special needs and shortages have impacted the planned Intervention program. Teachers had</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,500</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3,500</p>
		<p>D. E. I. L. Supplemental Materials and Supplies including technology supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,500.</p>	<p>D. E. I. L. Supplemental Materials and Supplies including technology supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>
		<p>J. Library Books - Reading materials for ELL students 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>	<p>J. Library Books - Reading materials for ELL students 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p>

**Planned
Actions/Services**

Intensive Intervention Support with supplies, materials, attending professional development, and with using technology and software to support these programs.

The schoolwide planned actions include:

D. 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.

E. 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.

F. Teachers have been provided with English Language Arts (ELA), Math and English Language Development (ELD) instructional materials TK-6 with professional support from publisher and language services staff with materials in both print and digital formats. All English Learners students receive instruction in the strands of Reading, Writing, Speaking and Listening, and

**Actual
Actions/Services**

access to Guided Reading materials and resources that some have used to support their ELA instruction. Math intervention was provided in a "pull-out" format this year.

C. Intervention teachers continued to participate in staff development on intervention strategies, NEWA assessments, Ellevation, and ELD strategies. They supported 1st-6th Foundational Skills/Early Literacy/Primary Intervention and Intensive Intervention Support with supplies, materials, attending professional development, and with using technology and software to support these programs.

D. Resources were purchased to supplement classroom instruction to meet the rigor of the grade level standards. There were no specific technology and software purchases that were bought as supports for classroom integration.

E. Teachers continue to be provided with upgrades, computer replacements, and N-Computing system purchases on a JUSD 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, JUSD will continue to monitor and purchase the necessary equipment to provide CCSS-aligned tools. Our classrooms that have not been recently

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Language as integrated ELD in addition to a minimum of 30 minutes of daily designated ELD. Integrated and designated ELD coaching and standards implementation support will be focused on with support curriculum and consultant training through Language Services. Support is also provided through EL facilitators, BLTs, and Literacy Intervention Teachers.</p> <p>G. Teachers will participate in Professional Development on the ELD standards with focus on EL Roadmap that focuses 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 specific to West Riverside identified English Language Learners using NWEA Assessments, Ellevation platform, ELPAC, TELP and Smarter Balance results. The principal and teachers will continue to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring equitable student achievement in language acquisition, English Language Development and reading/language arts.</p> <p>H. Extended Day Learning and Student Engagement Opportunities - Students will be invited to participate in academic review/remediation/enhancement</p>	<p>upgraded/remodeled/modernized are in great need of classroom projector upgrades.</p> <p>F. Teachers are provided with English Language Arts (ELA), Math and English Language Development (ELD) instructional materials TK-6 with professional support from publisher and language services staff with materials in both print and digital formats.</p> <p>(TK-3 = WONDERS, 4-6 = QTel & WONDERS, Ellevation, GLAD training, WestEd training, ELD curriculum implementation coaching opportunities). All English Learner students receive instruction in the strands of Reading, Writing, Speaking and Listening. Teachers provided integrated ELD throughout curriculums. Designated ELD has been provided schoolwide in a 30 minute block of instruction daily. Integrated and designated ELD coaching and standards implementation support was provided for teachers that so desired and focused on with support curriculum and consultant training through Language Services. (6 primary/1 upper teachers (28%) participated in this Coaching opportunity). Support for Teachers/Students was also provided through site EL facilitator, BLTs, and Literacy Intervention Teachers.</p>		

**Planned
Actions/Services**

activities to increase student achievement, as well as, engage in SEL, Physical Education, and academic school activities.

I. 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.

J. Purchase additional library books to provide additional reading materials for ELL students, providing equitable resources and to replace older books.

K. 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.

L. Funds will be allocated for purchase of materials and supplies to implement behavioral/mental health lessons, counseling, strategies and interventions including schoolwide behavior management systems, grief counseling, addressing trauma, and helping to implement social skills lessons.

**Actual
Actions/Services**

G. Teachers participated in Professional Development on ELD standards with focus on EL Roadmap with focus on integrated vs. designated ELD instruction. Teachers collaborated on teaching 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 specific to West Riverside identified English Language Learners using NWEA Assessments, Ellevation platform, ELPAC, TELP and Smarter Balance results. The principal and teachers continued to work together on minimum days to collaborate on strategies for producing cohesive program instruction and ensuring equitable student achievement in language acquisition, English Language Development and reading/language arts.

H. 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 SEL, Physical Education, and academic school activities.

I. No additional technological or software resources were purchased to supplement classroom instruction and integration beyond district provided digital curriculum and platforms.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

J. Additional library books were purchased to provide additional reading materials for ELL students, providing equitable resources, to replace older books and to address/support social skills/behaviors.

K. 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.

L. No site funds were used for this goal due to purchase thru JUSD District funds of curriculum (2nd Step) for all teachers. No additional supplies were identified as a need to implement behavioral/mental health lessons, counseling, strategies and interventions including schoolwide behavior management systems, grief counseling, addressing trauma, and helping to implement social skills lessons. Professional Development presentation and resources were provided for all teachers on Trauma Informed Practices. WR entered in RCOE Cohort 1 PBIS training this year with a team. Work as a school site will continue into the next year to

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	develop school wide behavior management systems, positive behavior intervention materials and identified needs to improve campus SEL culture.		
<p>1.3 Staff Development/Collaboration The planned actions for Staff Development/Collaboration include:</p> <p>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 and NWEA 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.</p> <p>B. Release time will be provided for Special Education Specialists to plan instruction with general education teacher(s) on inclusion and how to address the needs of RSP/SDC students in the class. Teachers will plan using best practices and focus on various instructional models for inclusion. Release time will be provided for special education specialist and general education teaches to attend IEP</p>	<p>The Actual Actions/Services for Staff Development/Collaboration include:</p> <p>A. The school facilitated and supported teacher grade level (TK-6) collaboration meetings in order to plan and discuss lesson delivery (based on curriculum-embedded assessment and NWEA data) for the adopted program in ELA/Math (e.g., use of regularly scheduled meetings focused on lesson delivery and data analysis). The principal and Assistant Principal monitored collaboration planning for each grade level to ensure that best practices were being discussed and data was being used to drive classroom instruction through classroom walk-throughs and collaboration meeting forms/minutes.</p> <p>B. West Riverside is not an identified/designated Inclusion school. Release time was not provided for Special Education Specialists to plan instruction with general education teacher(s) on inclusion and how to address the needs of RSP/SDC students in the class. Teachers and SpEd teachers did collaborate on Wednesday collaboration, grade level</p>	<p>Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>B. Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$750</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>	<p>Technology Equipment 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p> <p>B. Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$750</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Consultants 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>meetings, transitional meetings, and parent conferences.</p> <p>C. Teachers will continue to participate in professional development that outlines researched based instruction and effective teaching strategies for all students during ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on effective teaching strategies for all students, including EL, RSP, SDC, and GATE students.</p> <p>D. Professional Development will be provided schoolwide to inform and keep abreast of Dual Immersion practices, program expectations and first year implementation at West Riverside to ensure collaboration of Dual Immersion with existing campus expectancies, practices and traditions.</p> <p>E. 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 administering the NWEA to identify those students who need intervention in ELA and math. Intervention teachers will continue to provide early literacy, foundational skills and intensive</p>	<p>release collaboration meetings, and in IEPs/SSTs. Teachers planned using best practices and focus on various instructional models for inclusion. Release time was provided for Education Specialists and general education teachers to attend IEP meetings, transitional meetings, Student Study Team meetings and parent conferences.</p> <p>C. Teachers continued to participate in professional development that outlined researched based instruction and effective teaching strategies for all students during ELD, strategic intervention support, and implementation of CCSS in ELA/Math and science. Alludo, the district's virtual professional development platform, included sessions specifically for classroom teachers and paraprofessionals on effective teaching strategies for all students, including ELL, RSP, SDC,AVID and GATE students.</p> <p>D. Professional Development was provided schoolwide to inform and keep abreast of Dual Immersion practices, program expectations and TK/K first year implementation at West Riverside to ensure collaboration of Dual Immersion with existing campus expectancies, practices and traditions.</p> <p>E. Intervention teachers attended district training sessions to increase instructional and research knowledge and build expertise. Intervention</p>		

**Planned
Actions/Services**

intervention support. Math Intervention Teacher will provide additional math support to identified students who may be struggling in math.

F. Teachers will participate in staff development on the ELD standards that focus on Integrated and Designated ELD instruction, second language acquisition, ELD, and culturally responsive teaching. They will receive professional development and collaborate on the EL Roadmap with a focus on West Riverside identified EL students and their needs. There will be a schoolwide focus to fill gaps, accelerate learning and support EL students equitably. Teachers 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 NWEA Assessments, ELPAC and CAASPP results to identify and strategically plan to fill the gaps and progress English language learning students towards proficiency. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners. Language Services will provide specific Professional Development on ELD (Designated & Integrated) and curriculum. Consultants and Coaches will be provided by Language Services to implement Kate

**Actual
Actions/Services**

teachers participated in staff development that focused on best practice interventions and student monitoring. They assisted administering the NWEA to identify students who may need intervention in ELA and math. Intervention teachers continued to provide early literacy, foundational skills and intensive intervention support to identified students. Math Intervention Teacher provided additional math support to identified students struggling in math.

F. Teachers participated in staff development on the ELD standards that focused on Integrated and Designated ELD instruction, second language acquisition, ELD, and culturally responsive teaching. They received professional development and collaborated on the EL Roadmap with a focus on West Riverside identified EL students and their needs. There was a schoolwide focus to fill gaps, accelerate learning and support EL students equitably. Teachers continued to collaborate on strategies for increasing language acquisition for English learners and worked in grade-level teams for standards-based planning using common core standards and data analysis of NWEA Assessments, ELPAC and CAASPP results and identified students, making strategic plans to fill the gaps and progress English language learning students towards proficiency. Alludo, the district's virtual professional

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

**Planned
Actions/Services**

Kinsella curriculum and strategies in grades 4th-6th. A focused ELD program/curriculum/strategies (TBD) will be provided and supported for TK-3rd Grade teachers to implement in the classroom. 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.

G. English Learners receive daily designated and integrated ELD. Teachers are provided support using Ellevation and from the Alludo platform which focuses on research based instructional strategies targeting English Learners. Bilingual Language Tutors provide additional support as well to EL students.

H. Teachers will be provided staff development on the Next Generation Science Standards (NGSS) and the new science adoption TWIGS. Release time and staff development will be provided for planning of lessons using these standards and curriculum. Teachers will have a choice, and will be provided to use, science notebooks as part of their instruction in science.

I. Technology facilitator will provide technology staff development on topics such as Powerschool Learning, Google, Common Sense Media, RAZZ kids, Q communication, Canvas and Digital

**Actual
Actions/Services**

development platform, included sessions specifically for classroom teachers and paraprofessionals on ELD instruction and strategies targeting English Learners. Language Services provided Professional Development on ELD (Designated & Integrated) curriculum and effective practices. Consultants and Coaches provided by Language Services to implement QTEL (grades 4-6) and WONDERS (Tk-3) curriculum and effective strategies. Administration and teachers continued 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.

G. English Learners received daily designated and integrated ELD. Schoolwide 30 minute Designated ELD time was implemented daily. Teachers were provided support using Ellevation digital platform and from the Alludo platform which focused on research based instructional strategies targeting English Learners. Bilingual Language Tutors provided additional support as well to ELL students.

H. Teachers were provided staff development on the Next Generation Science Standards (NGSS) incorporated in the newly adopted TWIG science curriculum adoption. Release time and staff development was provided for planning of lessons

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

**Planned
Actions/Services**

Citizenship. A technology plan will be developed by site committee and implemented throughout the school year. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on technology and how to use it effectively in the classroom.

J. West Riverside grade level articulation of grade level writing expectations will continue to be refined and put into practice in grades K-6. Additional training with focus on writing across the curriculums and AVID 3 column notes will be provided for teachers and paraprofessionals.

K. Grade Level collaboration release days will be focused on equitable, strategic and purposeful professional development including instructional rounds, micro teaching, success criteria, planning and collaboration of scoring and calibrating, Data Analysis, SMART goals and next steps, NGSS/TWIGS science implementation, early literacy development, inclusion practices and ELD implementation and strategies.

L. BSEL coordinator will provide staff development on Panorama platform, survey data, district initiatives and SEL resources. All classrooms will continue using SEL instructional practices and strategies to engage and support all

**Actual
Actions/Services**

using these standards and curriculum each trimester. Teachers were provided science notebooks as part of their instructional materials in science if they opted for these materials.

I. Technology facilitators (2) provided some technology staff development. They facilitated Digital Citizenship-Common Sense Media lessons to ensure teachers and students implemented and submitted what was necessary for Common Sense Media certification. They supported teachers and staff with Google, Common Sense Media, RAZZkids, Q communication, Canvas and Digital Citizenship.

Alludo, the district's virtual professional development platform, included sessions specifically for classroom teachers and paraprofessionals on technology and how to use it effectively in the classroom.

J. West Riverside grade level articulation of grade level writing expectations was not further refined and put into practice in grades K-6 during the 2022-23 school year. Additional Professional Development with focus on writing across the curriculums and AVID 3 column notes continues to be a need for on-going support teachers and paraprofessionals.

K. Grade Level collaboration release days focused on strategic and

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>students' Social Emotional Learning needs.</p> <p>M. Staff will continue to participate in professional development on research based behavior strategies and social emotional learning to implement within and outside of the classrooms.</p>	<p>purposeful ELD implementation and strategies, NGSS/TWIG science implementation, planning and collaboration, collaborative practices and calibrating grade level grading expectancies.</p> <p>L. BSEL coordinator provided staff development on Panorama platform, survey data, district initiatives and SEL resources. All classrooms continued using SEL instructional practices and strategies to engage and support all students' Social Emotional Learning needs. JUSD purchased 2nd Step curriculum was implemented and expected to be taught in all classrooms on a daily basis.</p> <p>M. A PBIS team was formed at West Riverside and the team attended RCOE cohort 1 PBIS training. Assistant Principal and BSEL coordinator were provided additional professional development and support to work with the site team in working towards building a positive behavior tiered schoolwide program. Staff will participate in professional development on research based behavior strategies and social emotional learning to implement within and outside of the classrooms.</p>		
<p>1.4 Pre-School Transition to TK and/or Kindergarten</p>	<p>The Actual Actions/Services for Pre-School Transition to TK and/or Kindergarten are:</p>	<p>Title I Preschool District Funded</p> <p>\$0</p>	<p>Title I Preschool District Funded</p> <p>\$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The planned actions for Pre-School Transition to TK and/or Kindergarten are:</p> <p>A. West Riverside will communicate to parents the board policies and other requirements of the Transitional Kindergarten program.</p> <p>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.</p> <p>C. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students.</p> <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>F. Title I preschool program is funded by district reservation and provides the same support services as our Head Start program.</p>	<p>A. West Riverside communicated to parents the board policies and other requirements of the Transitional Kindergarten program.</p> <p>B. Pre-school students visited TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus.</p> <p>C. Pre-school and TK/Kindergarten teachers met. There were joint activities between pre-school and TK/K students.</p> <p>D. Registration information for TK and kindergarten in the spring was provided in both English and Spanish. The school held/participated in transition meetings for parents.</p> <p>E. Pre-school teachers encouraged parent involvement in activities. Pre-school and Head Start parents were invited to all school activities and functions.</p> <p>F. Title I preschool program was funded by district reservation and provided the same support services as our Head Start program.</p>		
<p>1.5 Elementary AVID The planned actions for Elementary AVID include:</p>	<p>The Actual Actions/Services for Elementary AVID include:</p>	<p>Travel/ Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,000</p>	<p>Travel/ Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Students will be provided with AVID materials and supplies including Agendas, binders and dividers to keep their classwork organized. Students will learn Elementary AVID skills that promote organization and college or career readiness.</p>	<p>A. Students were provided with AVID materials and supplies including Agendas, binders, folders and dividers to keep their classwork organized. Students learned Elementary AVID skills that promote organization and college and/or career readiness.</p>	<p>Teacher Hourly and Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,000</p>	<p>Teacher Hourly and Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$5,000</p>
<p>B. Teachers will participate in teacher meetings/conferences/collaboration that focuses on college and career readiness highlighting areas teachers can incorporate AVID focus into their lesson planning to give students opportunities to consider their future.</p>	<p>B. Teachers participated in teacher meetings/conferences/collaboration that focused on college and career readiness highlighting areas teachers incorporated AVID focus into their lesson planning to give students opportunities to consider their futures.</p>	<p>Materials & Supplies, Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6,000</p>	<p>Materials & Supplies, Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$9,000</p>
<p>C. Provide AVID release time for planning with focus on College and Career Readiness, College and Career Week, AVID spirit days AVID certification, etc.</p>	<p>C. Pr AVID release time for planning with focus on College and Career Readiness, College and Career Week, AVID spirit days AVID certification, etc.</p>	<p>Fieldtrips- College Tours 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,016</p>	<p>Fieldtrips- College Tours 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>
<p>D. Parents will be given opportunity to participate in parent workshops that focus on college and career readiness and/or career technology education area for their child. The workshops will be given in both English and Spanish and babysitting will be provided.</p>	<p>C. Release time was provided for AVID Lead Teacher for planning and preparing supplies, events, and AVID requirements for all students with a focus on College and Career Readiness, College and Career Week, AVID spirit days and AVID certification.</p>	<p>Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>	<p>Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p>E. Funding will be provided to enhance our College and Career events and other AVID activities.</p>	<p>D. Parents were not given opportunity to participate in parent workshops that focused on college and career readiness and/or career technology education areas for their child. Providing parent workshops will be given a top priority in both English and Spanish and babysitting will be provided in the coming school year.</p>		
<p>F. Continued Implementation of AVID schoolwide, including continued site meetings, staff development through AVID Path training, BOOST training, AVID Summer Institute, and continued</p>			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>focus on college and career readiness, highlighting areas that teachers can incorporate into their lesson planning to give students opportunities to think about their future.</p> <p>H. Implementation of AVID schoolwide, including continued staff development through AVID Path training, BOOST training, AVID Summer Institute, and college tours and visits to local universities for students in grades 4th-6th.</p>	<p>E. Funding was provided to enhance our College and Career events and other AVID activities including Pumpkins on Parade, College Career Door Decorating Contest and Career Day.</p> <p>F. Implementation of AVID schoolwide continued throughout the school year; including continued site meetings, staff development thru BOOST training, AVID Summer Institute, and continued focus on college and career readiness, highlighting areas that teachers can incorporate into their lesson planning to give students opportunities to think about their future.</p> <p>H. College tours and visits to local universities for students in grades 4th-6th did not take place in 2022-2023. Planning and development of this action will be carried into the 2023-24 school year.</p>		

Analysis

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

Having the school open and welcome to the West Riverside community has been a true pleasure this year. Families and parents were again welcome to be on school grounds. School events have seen an increased of parents participation creating a positive culture for our students and staff. There is still a need to reach out to families that may be in need of mental health through our psychologist, community s hool TSA and PICO services. Even though there has been an increased in parent involvement in informal school events, there is still a need to increase parent involvement in school committees. There is also a need to educate parents on the negative effects of social-media and their students' mental well-being. Parents were kept informed on what was happening at school through the school website, teachers' Class Dojo, marquee, Parent Square, flyers, office bulletin board and Q Communication. Parents were provided this information in both English and Spanish. Parent conferences were in person unless a parent requested a virtual meeting. Parents were kept

informed on their student's progress through parent connect and teacher communication. Translating services were provided throughout the school year for various purposes like parent/teacher meetings, parent conferences, and IEPs.

West Riverside Implementation of strategies/activities to achieve articulated goals:

- * Teachers integrated Social Emotional Learning (SEL) lessons and strategies using Second Step curriculum and other sources.
- * Administration integrated Social Emotional Learning (SEL) strategies and activities in staff meetings and Professional Development opportunities.
- * Staff members integrated SEL support throughout the day (snack recess, lunch recess, drop-off , and pick-up) specifically relating to anxiety (many times separation), stress, depression, and trauma - social stories were used to target specific needs.
- * Teachers assessed their students' present levels and were mindful of learning gaps and helped to identify students needing Interventions.
- * Professional Development was presented in a variety of ways this year. We took part of our Staff Mtgs. to address various initiatives and resources like; Ellevation, AVID, NWEA, and SEL.
- *Staff members were also encouraged to participate in Alludo and other District-provided opportunities to inform them with NWEA virtually.
- *Teachers participate in Professional Development with TWIG science and English Language Development.
- *Our Literacy Support Teachers (LST) and Math Support Teacher (MST) used formative and summative assessments like Guided Reading, running records, NWEA results, and small group instruction to gather and identify data regarding academic areas of concerns for students, in order to address learning gaps. Paraprofessionals were used to support these efforts as well.
- *Our AVID and BSEL lead teachers, as well as our Assistant Principal provided support, opportunities, and incentives for staff and students throughout the school year. Activities such as College and Career Spirit days, Red Ribbon Week, Digital Citizenship lessons, Spread the Love , The Great Kindness Challenge, National Kindness Week, Spirit Days. These events/activities helped to create a culture of kindness, safety, respect, and responsibility. This also allowed for some traditional campus activities and norms to be put back into place as we returned to in-person instruction.
- * Our 6th grade Student Ambassadors proved to be strong leaders at our school with participating daily in morning announcements, participating in monthly lunch meetings, honoring staff, being a voice for the student body with input of celebrations and concerns, being school buddies for new students, welcoming TK/Kindergarten/younger students at the gate every morning, and taking on any leadership role that was asked of them with outstanding citizenship and pride.
- * With the return to in-person instruction and the addition of our Behavior Health Associate through PICO, came some insight into the daily struggles our students face everyday. West Riverside referred about 50 students, with our counselor meeting with about half of the referred students and families. Students were referred for issues such as; loss of a loved one, anxiety, stress, divorce, suicidal ideation, anger, disconnectedness, and depression. Many families do not qualify after the referral has been made due to lack of medical or out of county medical.
- * The additional hours our Health Clerk Aide received proved to be essential. When a HCA is not on campus, a secretary has to be pulled from their position to provide support in the Health Office - many times this is disruptive and difficult, and has a domino effect throughout the front office - with phone calls, visitors, or teachers/staff members needing assistance. Also, having a friendly face, such as our Health Clerk Aide, provided consistency and comfort to our students and staff.
- * The addition of four Resident Subs lessened unnecessary stress and worry when the daily need arose for teacher coverage. Even though many times, it was nice knowing we had their additional support. Our resident subs provided consistency for our students and it was another adult connection for them on campus.
- * Our EMCC was provided extra help every day to assist with the checking-in/out of books, inventory of books and materials, Chromebook maintenance and operational support for students, creating and assisting in Makerspace activities, SEL lessons, and supporting students in anyway possible.
- * Activities such as GATE, ELO, and Saturday School provided teachers an opportunity to work with students in a different capacity. Extended Learning Opportunities (ELO) provided teachers an opportunity to address SEL and/or academics. ELO teachers had the liberty to identify and work with students based on academic needs or gaps.

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

West Riverside continued to ensure students' social-emotional needs were met as they increased focus on academic rigor. Teachers and staff reported many students struggled with behaviors to focus, get along with peers.

Our district assessments provided a baseline - where teachers will take a step back and reflect with a years worth of information and ask, "Where will we go from here?" We will continue to accelerate instead of remediate, knowing there will be students who will accelerate at a slower pace. Strategies will need to be

implemented, resources will have to be provided, on-going school-home communication will be a must, interventions will need to be developed and kept fluid, and progress will need to be monitored.

Below are a few measurements that will provide a starting point for West Riverside teachers to set goals for the upcoming school year.

2021-2022 ELPAC DATA

Proficiency for Summative ELPAC: 7.67%

Level 4 7.67% Well Developed

(5% increase from 2.82%)

Level 3 31.33% Moderately Developed

(6% increase from 25.35%)

Level 2 38.67% Somewhat Developed

(% from 38.73%)

Level 1 22.33% Minimally Developed

ELPAC Chats may help our English learners understand where they are measuring with English Proficiency, why they're taking this test, and to set personal goals.

Since all students K-6th grade took the NWEA this year, the process may be more familiar next year, and prove valuable information.

2022-2023 NWEA ELA DATA

For Grade 1: There was an decrease of 8% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

For Grade 2: There was a decrease of 6% students who scored higher than the 61st percentile from the Fall to Spring NWEA

For Grade 3: There was an increase of 1% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

For Grade 4: There was a decrease of 2% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

For Grade 5: There was an increase of 1% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Fore Grade 6: There was an decrease of 3% students who scored higher than the 61st percentile from the Fall to Spring NWEA

2022-2023 NWEA MATH DATA

For Grade 1: There was no change (3%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 2: There was a decrease of 4% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 3: There was no change (5%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 4: There was no change (0%) of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 5: There was an decrease of 4%of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Grade 6: There was an increase of 2% of students who scored higher than the 61st percentile from the Fall to Spring NWEA

Attendance continues to be a need for improvement. West established an attendance Team and it will continue to meet regularly next year with Teacher joining the team to provide more input and support. There was an increase of SART meetings and there were also several SARB meetings for students whose attendance still did not improve after the site SART meeting. There is still a need to increase parent in workshops that focus on how to help their student with math or reading. School site will have a full time behavioral therapist in the coming year. This may provide students more access to mental health services at school and parents more resources where they could take their student for services.

There was an increase of school wide events that focused on bringing families on campus. Parents were appreciative of this opportunity to spend time with their student at a school setting. Information continues to be sent home in both English and Spanish and translating services are provided when requested for meetings. During SART meetings, parents shared barriers that might be keeping their student from attending school and the school representative provided resources and possible solutions to remove these barriers. Barriers that were discussed were clothing, housing, mental health, eye glasses, and parenting. Parents were provided with a list of resources that they could turn to for assistance.

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

Funds were moved to provide:

- * classified staff for babysitting for meetings.
- * Support for AVID lead teacher release time to prepare and plan AVID supports and schoolwide events.
- * With the addition of a MST, there was a need to purchase additional math materials and resources to be used when working with students and staff.
- * With the addition of Dual Immersion there was a need to purchase additional classroom materials and resources to be used when working in these classrooms.
- * The additional staff support - either additional hours Attendance Clerk/Translator Clerk Typist, etc. positions or stipend positions (AVID, Lead Teacher) lessened or eliminated stress for other staff members and provided support for students and staff.

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 and continued support for SEL training and resources will be continued for students and staff. The baseline for ELA and math NWEA will allow teachers to better prepare for their students and address their academic needs. Learning loss will continue to be addressed through intervention and assessment. In addition to the two Reading Intervention Teachers, West Riverside added a Math Intervention Teacher to specifically help students build a strong foundation in number sense and problem-solving. Strategic identifying student needs for Intervention will be in place to ensure we are addressing the most critical needs for Intervention on our campus. Release time will be provided to staff in order to support/administer assessments such as NWEA, ELPAC, CAASPP, and other benchmarks; our Tech Coordinators will provide support; and for other coordinators such as our Safe School, BSEL, and AVID Coordinators, as well as our Leadership Team. Funding for PBIS, AVID, Student Ambassadors, and other student-centered teams will be increased to support a positive school culture and environment celebrating success and addressing areas of need or concern. A focus will be on our English Language Development implementation and delivery for our students including designated and integrated ELD, ELD materials, and research-based instructional supports that will be provided, implemented, and supported in grades K-6. Grade Level release time each trimester will be provided to support teacher collaboration and professional development in identified areas of need. Dual Immersion will advance to 1st grade adding additional teachers and need for staffing. Materials and Supplies for these classrooms will need to be supported. With Tk/Kindergarten going to a full-day status next school year, there is going to be a need for additional supervisors and for an increase in hours to the existing supervisors. There is going to be additional training for teachers and staff on how to address mental health in the classroom and in the playground. Leadership Team will meet at the beginning and end of the school year to share leadership, provide input, plan and develop our school plan and implementation of goals. Attendance will continue to be a focus next school year and funding will be somewhat focused on student incentives as well. Parent workshops will be made available to parents on how to support their students at home with homework or with behavior issues.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P5 School attendance rate</p>	<p>2022 Expected outcome: There will be a 3% increase in attendance rates across all grade levels.</p>	<p>For 2021-2022 School year:</p> <p>West Riverside Attendance rate was 90.58%</p> <p>Grade TK: Attendance rate was 92.55% Grade K: Attendance rate was 90.49% Grade 1: Attendance rate was 90.50% Grade 2: Attendance rate was 92.54% Grade 3: Attendance rate was 88.00% Grade 4: Attendance rate was 91.07% Grade 5: Attendance rate was 90.87% Grade 6: Attendance rate was 91.89%</p> <p>English Learner: Attendance rate was 90.83% McKinney-Vento: Attendance rate was 83.88% Special Education: Attendance rate was 90.18%</p> <p>Currently for 2022-2023: (4/18/23) West Riverside Attendance rate is 91.27%</p>
<p>P5 Chronic Absenteeism rate</p>	<p>2022-2023 Expected Outcome: There will be 2% decrease in the chronic absenteeism rate school wide including in the following group: Hispanic Latino</p> <p>Long term goal: Reduce Chronic Absenteeism rate by 0.5% or maintain rate exceeding District/County/State percentages</p>	<p>For the 2021-2022 school year:</p> <p>Overall Chronic Absenteeism rate was 39.8%, status level: Very High</p> <p>English Learners: Chronic Absenteeism rate was 39.3%, status level: Very High</p> <p>Hispanic subgroup: Chronic Absenteeism rate was 40.4%,</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>status level: Very High</p> <p>SES subgroup: Chronic Absenteeism rate was 40.9%, status level: Very High</p> <p>Students with Disabilities subgroup: Chronic Absenteeism rate was 42.3%, status level: Very High</p>
<p>P6 Pupil Suspension rate</p>	<p>2022-2023 Expected Outcome: There will be an increase in student suspensions. Many students struggled with behavior expectations and being back in person daily.</p> <p>Long term goal: Reduce Chronic Absenteeism rate to 0% Schoolwide and in all subgroups return to "Blue" Dashboard status or maintain rate exceeding District/County/State percentages</p>	<p>For the 2021-2022 school year:</p> <p>Suspension rate overall was .8% and was rated "Low"</p> <p>For English Learners subgroup: suspension rate was .9% and was rated "Low"</p> <p>For Hispanic subgroup: suspension rate was .8% and was rated "Low"</p> <p>For SES subgroup: suspension rate was .8% and was rated "Low"</p> <p>For Students with Disabilities subgroup: suspension rate was 1.3% and was rated "Medium"</p> <p>There are 2 suspensions for the current school year of 2022-23.</p>
<p>P6 Survey of pupils, parents, teachers on sense of safety</p>	<p>Goal: Increase STUDENT survey response and increase positive responses on survey results focusing on Safe and Orderly School practices</p>	<p>Student Responses: Fall 2022: 214 INCREASED Winter 2023: 233</p> <p>LCAP Winter 2023 Results: LCAP Student Survey, Winter 2023: "How often do you worry about violence at your school?" 41% responded favorably, 3% increase from Fall 2022.</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

P6 Survey of pupils, parents, teachers on sense of safety

Goal: Increase TEACHER/STAFF survey response and increase positive responses on survey results focusing on sense of motivation, high expectations and belonging at school.

There was a DECLINE in both Teachers and Staff survey responses

Teacher/Staff Responses:
Winter LCAP 2022: Teachers 25/36 Staff 12/45
Spring LCAP 2023: Teachers 21/36 Staff 7/45
DECLINE: Teachers: 4 Staff: 5

The greatest Increase in positive responses on the Teacher/Staff Winter LCAP survey was:
TOPIC: Teacher Self Reflection: Faculty perceptions of their professional strengths and areas of growth related to social emotional learning.
INCREASE: FROM: winter 75% TO: spring 81%

LCAP Winter 2023 Results:
LCAP Teacher Survey, Winter 2023: "For students who need extra support, how difficult is it for them to get the support that they need?" 24% of teachers responded "Not at all difficult", 48% of teachers responded "Slightly difficult"

P6: Survey of pupils, parents, teachers on sense of safety

Goal: Increase PARENT/FAMILY survey response and increase positive responses on survey results focusing on sense of motivation, high expectations and belonging at school.

There was a DECLINE in Community/Family survey responses

Community/Family Responses:
Winter LCAP 2022: 26/618 (4.2%)
Spring LCAP 2023: 6/611 (.98%)
DECLINE: 20 less surveys

LCAP Winter 2023 Results :
Question: "For this school or district to be successful over the next three years, how important is it for us to focus on...Diversity and inclusion of all students?"
50% of parents responded "Extremely important"
33% of parents responded "Quite important"
17% of parents responded "Somewhat Important"

P1 School facilities are maintained in good repair

All school facility will be maintained as expected.

The Facility Inspection Tool (FIT) indicates a rank

Metric/Indicator	Expected Outcomes	Actual Outcomes
		of "Good" in all categories: Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External. West Riverside had an overall school rating of "Exemplary"

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Safe and Healthy School Environment</p> <p>A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, Student Ambassador program, anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, participation in National Kindness activities, etc.) Teachers and staff will use a multi-tiered systems of support (MTSS) including social and emotional learning (SEL), academic interventions, PICO referrals, and inclusive practices. Students and families will be provided with support including behavior, safety, physical education activities, technology and mental health services with a focus on student wellness.</p> <p>B. Activity Supervisors will participate in trainings that focus on conflict resolution and positive reinforcement. They will provide appropriate campus supervision, enforce school rules/procedures and support student SEL needs. Activity</p>	<p>The Actual Actions/Services for Safe and Healthy School Environment included:</p> <p>A. The school created and maintained a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through various activities (red ribbon week, Student Ambassador program, behavior expectation and anti-bullying assemblies, digital citizenship, common sense media, health awareness workshops, student clubs, participation in National Kindness activities, etc.) We identified a PBIS team and began professional development with RCOE with Admin and teachers to build a multi-tiered systems of support (MTSS) including social and emotional learning (SEL). All teachers have started implementation of new district adopted SEL curriculum daily in the classrooms. Academic interventions, PICO referrals, and inclusive practices continue to be supported with our Ed. Specialists and teachers. Students</p>	<p>F. Health Care Aide 3hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$21,374</p> <p>C. Activity Supervisor (2.5 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$9,134</p> <p>B. Classified hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>M. N. Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$296</p> <p>Consultants</p>	<p>F. Health Care Aide 3hrs. 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$24,041</p> <p>C. Activity Supervisor (2.5 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$9,134</p> <p>B. Classified hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>M. N. Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$200</p> <p>Consultants</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Supervisors will supervise Parent workshops and PTA sponsored events that may require additional supervision. They will also provide babysitting for parent trainings, workshops and meetings including but not limited to: Parent Events, PTA, ELAC, and SSC.</p> <p>C. Additional Activity Supervisor (2.5hours) to provide supervision and safety of students arriving/leaving and while on campus due large area of our campus.</p> <p>D. 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. Safety coordinator will work with administration to include proactive emergency training for staff on procedures and expectations in case of emergency situations that could happen on the West Riverside campus. Each year the plan will be presented by the Safety coordinator to the English Language Advisory Committee (ELAC) and approved by the School Site Council. (SSC).</p> <p>E. Students and staff will practice disaster procedures by participating in monthly emergency drills, including but not limited to; fire, earthquake and lock down. Safety items and supplies will be purchased as identified thru proactive</p>	<p>and families are provided with supports including behavior, safety, physical education activities, technology and mental health services with a focus on student wellness. Our community events (3) this year provided free community resources for families. Additionally, Strengthening Families and Dino School were offered thru our Community Schools TOSA. We will continue to work on building community events that support families and individual wellness..</p> <p>B. Activity Supervisors participated in trainings focused on safety, conflict resolution and positive reinforcement. They provided appropriate campus supervision, enforced school rules/procedures and supported student SEL needs. Activity Supervisors supervised Parent meetings and PTA sponsored events that may required additional supervision. They also provided babysitting for parent trainings, workshops and meetings including but not limited to: Parent Events, PTA, ELAC, Coffee & Conversations and SSC.</p> <p>C. Additional Activity Supervisor (2.5hours) are paid with district funds to provide supervision and safety of students arriving/leaving due to identified safety issues with dismissal and arrival of parking lot & 42nd street zoning. JUSD continues to address</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$4,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>

**Planned
Actions/Services**

practices to ensure disaster preparedness on campus.

F. Mental Health supports will be provided to students with continued services of Behavioral Health personnel ,as well as with PICO referrals by school staff or parent. Behavior Health counselor will also provide assistance with social skill development in support of positive behavior at school with students.

G. Health aide will provide appropriate health care and nursing services. The health aide will also communicate with parents in regards to immunizations and allergies that might impact a student's school environment or student's education including attendance. Health aide will monitor student medications and follow doctor's orders when appropriately provided. Health aide will follow any "Student Health Plan" provided by JUSD nurse. Health aide will monitor students who may show COVID systems and follow district protocols on safety guidelines.

H. Staff will annually revise and distribute/post (WR website) The Parent/Student Handbook. School rules and procedures are included in the handbook for parent and students to reference. SEL strategies and resources are included in the handbook for parents and students to use as needed.

**Actual
Actions/Services**

safety/zoning issues with City of Jurupa Valley.

D. Safety coordinator annually revised the Safe School Plan to include essential components including: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment. Safety coordinator will continue to work with administration to include proactive emergency training for staff on procedures and expectations in case of emergency situations that could happen on the West Riverside campus. The Safety Plan was presented by the Safety coordinator to the English Language Advisory Committee (ELAC) and approved by the School Site Council. (SSC).

E. Students and staff practiced disaster procedures by participating in monthly emergency drills, including but not limited to; fire, earthquake and lock down. Safety items and supplies were purchased as identified thru proactive practices to ensure disaster preparedness on campus. Additional items and practices to ensure safety will continue to be a school focus and priority.

F. Mental Health supports were provided to students with continued services of Behavioral Health personnel ,as well as with PICO referrals by school staff or parent.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

**Planned
Actions/Services**

I. BSEL/PBIS coordinator and staff will provide a schoolwide assertive discipline program. BSEL/PBIS implementation will include training and materials for teaching social skills with social skills posters and SEL strategies. The coordinator will update and revise Area Expectations as needed. Students will earn incentives and rewards for attendance, good citizenship, making good choices, etc. (SNACK ATTACK Parties, DRAGON attendance rewards, Kindness recognition, "Caught being Good" and other incentives will be provided for students.)

J. Extracurricular activities for students using teachers/consultants/support staff/volunteer community members will provide enriching opportunities/activities for students to be actively involved and engaged to enhance social and emotional well-being, physical fitness and promote teamwork. (Including but not limited to Anti-Bully club)

K. West Riverside will operate the 100 Mile Club that focuses on student health and well being. Students will have the opportunity to participate in running/walking and monitoring the number of miles they achieve. Students will develop self-monitoring strategies. Incentives and motivational supplies will be provided for students and staff to participate. Activity Supervisors and staff will provide additional student supervision to ensure student safety.

**Actual
Actions/Services**

Behavior Health counselor provided assistance with social skill development in support of positive behavior at school with students and attended attendance meetings to offer additional supports to families with need.

G. Health aide provided appropriate health care and nursing services. The health aide communicated with parents in regards to immunizations and allergies that might impact a student's school environment or student's education including attendance. Health aide monitored student medications and followed doctor's orders when appropriately provided. Health aide followed any "Student Health Plan" provided by JUSD nurse. Health aide monitored students who may show COVID systems and followed district protocols on safety guidelines.

H. Staff will annually revised and distributed/posted (WR website) The Parent/Student Handbook. School rules and procedures were included in the Handbook for parents and students to reference. SEL strategies and resources were included in the Handbook for parents and students to use as needed.

I. BSEL/PBIS coordinator, staff and Adimin began work with RCOE on revising the WR schoolwide assertive discipline program. BSEL/PBIS implementation included training and

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

**Planned
Actions/Services**

L. West Riverside will implement healthy living initiatives to promote healthy living habits for all. These may include, but are not limited to; Fresh Fruit & Vegetable grant, Harvest of the Month, Physical Education standards, ELO opportunities to enrich physical activity and healthy personal living habits, etc.

M. Teachers will be provided with Sanford Harmony online SEL (Social Emotional Learning) portal for TK-6. Teachers will address their students' with SEL daily during morning opening activities. Alludo, the district's virtual professional development platform, includes sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all student including English Learner students.

N. Appropriate and necessary PE and recess equipment will be purchased and replenished throughout the school year to provide students with activities during lunch and recess.

O. Radios/Walkie Talkies will be purchased and replaced as needed for teachers and staff to provide clear communication and ensure safety for all students and staff on campus.

**Actual
Actions/Services**

materials for teaching social skills with social skills posters and SEL strategies. The coordinator updated and revised Area Expectations as needed. Students earned incentives and rewards for attendance, good citizenship, making good choices, etc. (SNACK ATTACK , DRAGON attendance rewards, Kindness recognition, "Doing Best on Testing" and other incentives were provided for students.)

J. Extracurricular activities for students using teachers/consultants/support staff/volunteer community members provided enriching opportunities/activities for students to be actively involved and engaged to enhance social and emotional well-being, physical fitness and promote teamwork. (Including but not limited to Anti-Bully club)

K. West Riverside operated the 100 Mile Club that focused on student health and well being. Students have opportunities to participate in running/walking and monitoring the number of miles they achieve. Students will developed self-monitoring strategies. Incentives and motivational supplies were provided for students and staff who participated. Activity Supervisors and staff will provided additional student supervision to ensure student safety.

L. West Riverside implemented healthy living initiatives to promote

**Budgeted
Expenditures**

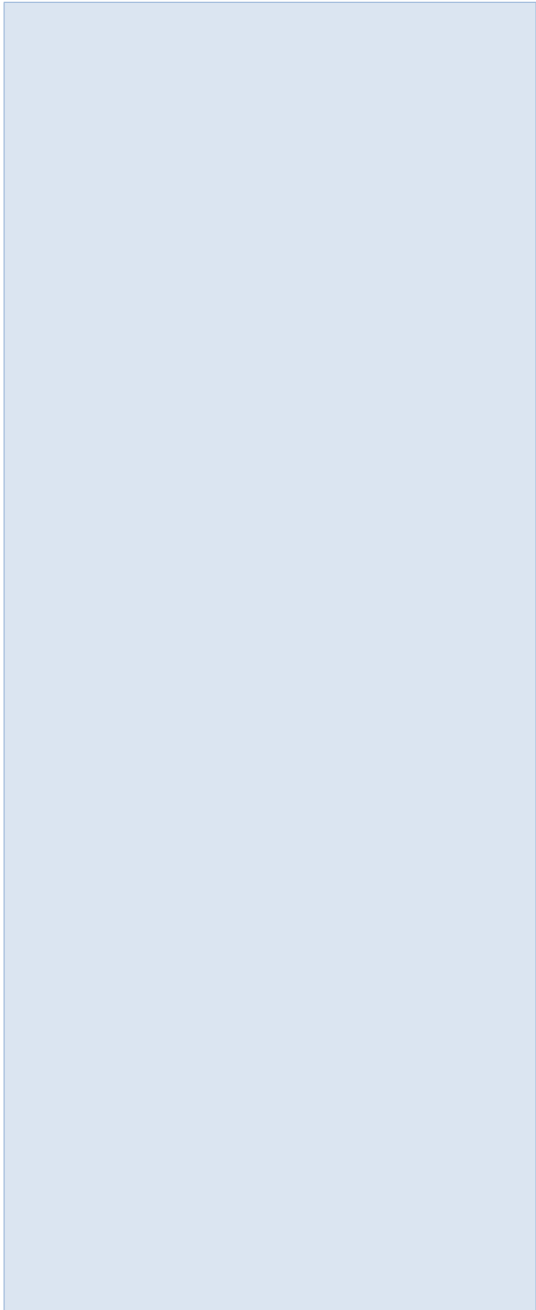
**Estimated Actual
Expenditures**

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**



healthy living habits for all. These included, but are not limited to; Fresh Fruit & Vegetable grant, Physical Education standards, ELO opportunities to enrich physical activity and healthy personal living habits, 4th Grade Nutrition classes and 100 mile club and participation in National Kindness Week.

M. Teachers were provided with new curriculum: "Second Step" to provide Social Emotional learning in the classroom on a daily basis in classrooms grades TK-6. Teachers address students' needs with SEL daily. Alludo, the district's virtual professional development platform, included sessions specifically for classroom teachers and paraprofessionals on evidenced based strategies for social emotional learning for all students including English Language Learner students.

N. Appropriate and necessary PE and recess equipment was purchased and replenished throughout the school year to provide students with activities during lunch and recess.

O. Radios/Walkie Talkies were maintained, purchased and replaced as needed for teachers and staff to provide clear communication and ensure safety for all students and staff on campus.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.2 Positive Behavior Intervention Support (PBIS) Social Emotional Learning (SEL)</p> <p>A. The BSELPBIS coordinator along with the Leadership Team will refine, research, identify, purchase materials/supplies, and facilitate the implementation of a Positive Behavior schoolwide program. The program will aim to minimize playground issues, motivate classrooms to follow schoolwide expectations, provide a universal message on campus, and continue to build a sense of community and school spirit. The program will include components of the PBIS positive behavior model. Teachers will teach short lessons within the classrooms that focus on the identified positive character traits. Incentives to motivate students, classrooms and grade levels will be purchased and provided.</p> <p>B. The BSEL/PBIS coordinator and Leadership Team 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. Classroom teachers and staff will identify students who demonstrated PBIS positive behavior throughout the trimester.</p> <p>D. Morning announcements will include tips and suggestions for implementing the PBIS positive behavior traits, weekly</p>	<p>The Actual Actions/Services for Positive Behavior Intervention Support (PBIS) Social Emotional Learning (SEL) included:</p> <p>A. The BSEL/PBIS coordinator along with the Leadership Team began with RCOE cohort 1 development and revisitons refinement of the PBIS/multi tiered behavior support systems in place at West Riverside. They will continue to refine, research, identify, purchase materials/supplies, and facilitate the implementation of a Positive Behavior schoolwide program. The program will aim to minimize playground issues, motivate classrooms to follow schoolwide expectations, provide a universal message on campus, and continue to build a sense of community and school spirit. The program will include components of the PBIS positive behavior model. Teachers will teach short lessons within the classrooms that focus on the identified positive character traits. Incentives to motivate students, classrooms and grade levels will be purchased and provided. This year was YEAR 1 in the rebuilding of PBIS on campus.</p> <p>B. The BSEL/PBIS coordinator and Leadership Team provided staff development and support in researching, identifying and planning short lessons on the Panorama digital platform. Student incentives were given in the classrooms and</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 LCFF Suppl/Conc -- 0707 \$5000</p> <p>Materials and Supplies and Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10,000</p> <p>Consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$4,000</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,000</p> <p>Printing and Supplemental Student Materials 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3000</p> <p>Materials and Supplies and Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$15,000</p> <p>Consultants 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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/SEL Coordinator will hold meetings, share information with Leadership Team, Teachers and Staff to review discipline data and brainstorm schoolwide interventions that promote good citizenship and kindness inside and outside the classroom.</p> <p>G. Student Junior Monitors/Coaches/Supervisors will be established, trained and implement a peer student leadership program to assist, support and promote safe and appropriate play/interactions among peers on campus during recess times. This student team will assist with students following school rules, providing students the ability to resolve minor conflicts on the playground, model the appropriate use of playground equipment and play areas and to support positive playground interactions between peers.</p>	<p>schoolwide to reward positive behavior.</p> <p>C. Students did not participated in trimester character reward activities. Classroom teachers did identify and recognize students who demonstrate positive behavior and recognized these students with "Good Citizenship" awards at each trimester Awards Ceremony.</p> <p>D. Morning announcements included tips and suggestions for implementing the PBIS positive behavior traits, weekly behavioral skill and campus area expectations.</p> <p>E. There was no Responsibility Room provided for students to reflect on behavior strategies and skills to be successful on the campus this year due to limited staffing to provide safe and appropriate supervision of all students.</p> <p>F. PBIS/SEL Coordinator participated in meetings, shared information with Leadership Team, Teachers and Staff to review discipline data and brainstorm schoolwide interventions that promoted good citizenship and kindness inside and outside the classroom.</p> <p>G. Student Ambassadors were established, trained and implemented a peer student leadership program to assist, support and promote safe and appropriate play/interactions among</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>peers on campus before school each day. This training will continue to build next year and provide peer supports during recess times. Student Ambassador assist with students following school rules, providing students the ability to resolve minor conflicts on the playground, model the appropriate use of playground equipment and play areas and support positive playground interactions between peers. This program of peers leading peers will continue to be refined and developed.</p>		
<p>2.3 Attendance and Leadership Support A. The staff will develop and implement attendance incentives such as classroom trophies, attendance medals, and certificates to promote attendance. Classes will earn incentives for daily attendance and being on time for school each day including SNACK ATTACK. This is an "On Time" program providing classes rewards and incentives when the class spells out SNACK ATTACK (11 days) with ALL students "On Time" to school each day.</p> <p>B. Students that continue to have excessive absences after Tier 1 supports have been implemented are provided a second level of re-engagement supports Tier 2. School staff will work with the student and family to monitor progress, identify barriers to student engagement and attendance,</p>	<p>The Actual Actions/Services for Attendance and Leadership Support included:</p> <p>A. Some teachers implemented attendance incentives such as classroom trophies, attendance medals, and certificates to promote attendance. Classes earned incentives for daily attendance and being on time for school each day including SNACK ATTACK. This was an "On Time" program providing classes rewards and incentives when the class spells out SNACK ATTACK (11 days) with ALL students "On Time" to school each day.</p> <p>B. Students that continued to have excessive absences after Tier 1 supports were implemented were provided a second level of re-</p>	<p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$300.00</p>	<p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,000</p>

**Planned
Actions/Services**

and meet student needs. If internet access is a barrier, students will be provided a mobile "hot-spot". Students may also be referred for behavioral health services through PICO to address mental health barriers to attendance and engagement. Tier 3 is implemented for those students who continue to have excessive absences after Tier 2 has been implemented. The school will work with Pupil Personnel Services department in a non-punitive SART process. If needed, the student may be referred to the social services or the SARB process to address barriers and to re-engage the student.

C. Student Ambassadors (6th grade nominated students) will serve the campus in the Student Ambassador role. These students 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. They will provide student voice and input to the administration to consider in school needs, initiatives and programs.

**Actual
Actions/Services**

engagement supports Tier 2. A newly organized Attendance Team worked with the student and family to monitor progress, identify barriers to student engagement and attendance, and met student needs. Students may have been referred for behavioral health services through PICO to address mental health barriers to attendance and engagement. Tier 3 was implemented for those students who continue to have excessive absences after Tier 2 had been implemented. The Attendance Team worked with Pupil Personnel Services department in a non-punitive SART process. If needed, the student/parent were referred to the social services or the SARB process to address barriers and for assistance to re-engage the student.

C. Student Ambassadors (6th grade nominated students) served the campus in the Student Ambassador role. These students provided leadership for TK-6 students by assisting with assemblies, parent programs, new student orientation, Attendance BBQ's, Anti-Bully club, Back to School night and first days of school. They provided student voice and input to the Administration for consideration in school needs, initiatives, improvements and programs. Student Ambassadors serve as models for other students on the playground and in common areas

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

to support positive behavior and safety.

Analysis

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

Our first and most important goal is always to provide a safe, inviting and orderly campus that also addresses the social emotional well-being of our students and staff. The addition of our Behavior Health Counselor through PICO helped meet the needs for many of our students and their families. West Riverside hopes to continue having the support of a Behavior Health Counselor (full day) as well the support of our Community Schools Grant to focus on becoming a more focused Community School. Activity Supervisors, Instructional Aides, and BLT's trained in SEL and trauma will to help with various behavior (crying, separation anxiety, eloping, violent behavior, getting along with others, etc.) they experience on the playground, in the cafeteria, or before and after school. Continued support training for Activity Supervisors is greatly needed and will be something addressed more in the upcoming year. Our BSEL/PBIS, AVID, and Administrator planned activities throughout the year to get students excited about school, engaged, and connected. Specifically, our BSEL Coordinator shared SEL strategies and interventions with teachers and staff so they could better support our students. Extended Learning Opportunities (ELO), Gifted and Talented Education (GATE), Saturday School, LEAP, and even Think Together provided social emotional and academic support - this gave students another way to connect to school and to other adults on campus. Since research shows that the more connections a student has to school, the more likely they are to succeed - the addition of these programs are needed. Student breakfasts and lunches were free of charge for all students this school year. The Health Clerk Aide was allotted extra hours, to better support the needs of our students, and again this service needs to continue as a proactive measure. Additional support was also provided to our EMCC to assist with Chromebook, teacher, parent and student needs. Monthly emergency drills (fire, earthquake, lockdowns etc.) were conducted to ensure students and staff were knowledgeable with how to respond and able to evacuate in a safe and orderly manner. In order to best serve our students, collaboration among staff members was continuous. Planned and impromptu discussions revealed detailed information about students/families in need and we were able to brainstorm ideas and share resources and strategies to better support the West Riverside community (staff, students parents). PTA events sponsored events and activities such as fund-raisers, Assemblies, Community Events, increases the community feel of the school and encourages a feeling of West Family. District cleared parent volunteers supported school events, classroom events and library/maker space. There was still a firm focus on SEL for students and staff. The trauma among our students and staff continues to need supports. Second Step curriculum has increased the conversations and supports happening in all classrooms ensuring student wellness.

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

Attendance was lower this year than in years past, and that was due to COVID, some of our families struggled with attendance and were very concerned sending their child to school with minor symptoms - something that was not a concern before the pandemic. West Riverside still continued with daily phone calls so parents were aware that we knew their child/children was/were absent. Attendance decreased as a result of COVID issues and students were absent any time they were in close contact with someone who tested positive for COVID or was exposed to COVID. Independent Study was offered and assigned, not all student completed the Independent Study Contract. We offered assignments digitally, as well as paper/pencil packets, in conjunction with our Re-engagement Staff member who made separate phone calls home, helping parents navigate PowerSchool Pages, Google Classrooms, and to answer any questions they may have about the homework.

For 2021-2022 School year:

West Riverside Attendance rate was 90.58%

Grade TK: Attendance rate was 92.55%

Grade K: Attendance rate was 90.49%
Grade 1: Attendance rate was 90.50%
Grade 2: Attendance rate was 92.54%
Grade 3: Attendance rate was 88.00%
Grade 4: Attendance rate was 91.07%
Grade 5: Attendance rate was 90.87%
Grade 6: Attendance rate was 91.89%

English Learner: Attendance rate was 90.83%
McKinney-Vento: Attendance rate was 83.88%
Special Education: Attendance rate was 90.18%

Currently for 2022-2023: (4/18/23)
West Riverside Attendance rate is 91.27%

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

Most of our proposed expenditures were used or just modified to fit the current situation. Administrative designees were not used to cover administrators during the school day; however, that is an action that will be kept in case it is needed in the future. With students back on campus, a need for additional support from classified and certificated staff increased and this was provided primarily in the office, parent meetings, classroom, library, health office, and after school. Money allocated for consultants was redirected to materials and supplies for all grade levels. The use of district consultants and TOSAs were free of cost.

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.

The need for additional support in the above mentioned areas will help to alleviate stress for staff and students and provide much needed support academically and social-emotionally. The need for SEL support and resources, as well as additional academic support will continue to be essential. A structured behavior plan will need to be constructed and implemented by our PBIS team and entire staff. Continued trainings in the areas of SEL/trauma and how to work with students in academic and social settings will provide staff members the support needed to deal with sensitive issues and better support our students and their families. More specifically, mini BSEL/PBIS lessons addressing identified areas of concerns will be shared with staff early on in the school year. West Riverside will be collectively be working to improve our schoolwide progressive discipline plan with implementation of BSEL/PBIS strategies and structures to improve our schoolwide focus on being Safe, Respectful and Responsible. Working in Cohort1 RCOE will be continued in year 2 to work schoolwide on Positive Behavior. SART meeting had increased to address attendance barriers for some families. An Attendance Team has been created and works weekly/monthly to support families and barriers regarding attendance. Attendance incentives and award ceremonies will return to normal next year - with this we may find a increase of students engagement and parental involvement. A targeted focus will be to get our families more involved on campus and in their students' academic world. West Riverside will continue to implement supports so students learning to problem solve, effectively communicate, collaborate, develop critical thinking skills, create personal goals, take ownership for their learning, and understand how to access their curriculum.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	<p>Goal: Increase PARENT/FAMILY survey response and increase positive responses on survey results focusing on Student, Family and Community Engagement.</p> <p>Parent LCAP Survey areas that are below 90% will increase by 3%</p>	<p>LCAP Winter 2023 Results : Question: "For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?"</p> <p>33% (2)of parents responded "Extremely important" 50% (3) of parents responded "Quite important" 83% Favorable</p>
P5: Survey of Students, Teachers, and Parents on Student Engagement	<p>Goal: Increase PARENT/FAMILY survey response and increase positive responses on survey results focusing on Student activities and extracurricular activities.</p> <p>Parent LCAP Survey areas that are below 90% will increase by 3%</p>	<p>LCAP Winter 2023 Results : Question: "For this school or district to be successful over the next three years, how important is it for us to focus on ... Student activities and extracurricular activities?"</p> <p>67% of parents responded "Extremely important" 17% of parents responded "Quite important" 83% Favorable</p>
P5: Survey of Students, Teachers, and Parents on Student Engagement	<p>Goal: Increase TEACHER survey response and increase positive responses on survey results focusing on Students being at school.</p> <p>Teacher LCAP Survey areas that are below 90% will increase by 3%</p>	<p>LCAP Winter 2023 Results : Question: "On most days, how enthusiastic are the students about being at school?"</p> <p>0% of Teachers responded "Extremely enthusiastic"</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		52% 11/21of Teachers responded "Quite enthusiastic" 52% Favorable; 2% decrease from Fall 2022
P5: Survey of Students, Teachers, and Parents on Student Engagement	Goal: Increase STUDENT survey response and increase positive responses on survey results focusing on Students' believing they belong at school. Student LCAP Survey areas that are below 90% will increase by 3%	LCAP Winter 2023 Results : Question:"Overall, how much do you feel like you belong at your school? 63% (74)of Students responded"Completely belong" 30% (70) of Students responded "Belong quite a bit" 63% Favorable; 2% decrease from Fall 2022

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/ Q Communications. The school will provide assistance to all parents 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</p>	<p>The Actual Actions/Services for Parent Communication and Connectivity included:</p> <p>A. Assisted 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/ Q Communications. The school Office and Media Center personnel provided assistance to all parents to ensure have and know how to access to Parent Connect and other district resources.</p>	<p>Translator Clerk Typist 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$19,323</p> <p>Translator Clerk Typist 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$17,566</p> <p>Postage 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p>	<p>Translator Clerk Typist 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$19,832</p> <p>Translator Clerk Typist 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$19,832</p> <p>Postage 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Connect, Q Communications, Peach Jar, School Website, Class Dojo App, ZOOM Meetings, Google MEETS, home visits, phone calls, emails, and 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>D. Parent meetings will be provided and supported via live meets if/when necessary.</p>	<p>B. Parents were regularly informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, Q Communications, School Website, Class Dojo App, ZOOM Meetings, Google MEETS, home visits, phone calls, emails, Information posted on the Office Bulletin Board and notes home. Most communications are provided in both English and Spanish.</p> <p>C. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources were provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators are provided for parent meetings when needed,</p> <p>D. Parent meetings were provided and supported via telephone or live meets if/when necessary.</p>		
<p>3.2 Parent Involvement Opportunities</p> <p>A. Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as classroom volunteers. The goal is to engage parents in 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. Parents will be communicated with daily if their student is absent by office staff. Home visits will</p>	<p>The Actual Actions/Services for Parent Involvement Opportunities included:</p> <p>A. West Riverside Increased parent involvement by providing the opportunity to participate in PTA-sponsored events each Trimester. (Fall Festival 908 attended, Winter Wonderland 1450 attended, Festival of Cultures attendance TBD). Volunteers on campus and in classrooms has increased minimally.</p>	<p>Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$958</p>	<p>Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500</p>
		<p>Classified hourly: Babysitting, supervision of students, hourly support staff</p>	<p>Classified hourly: Babysitting, supervision of students, hourly support staff</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>be conducted to address attendance concerns with parents and to remove any barriers that may keep students from being successful.</p> <p>B.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 etc. All parent activities will be supported with English and Spanish translation. Babysitting will be provided when possible and appropriate. Parenting classes to support their child's education will be provided and may include; Academic engagement with Common Core Standards, use of technology, English as a Second Language and Homework support, Etc.</p> <p>C. Parents will be kept informed and involved with school activities through Parent Connect, Peachjar, Class DoJo, Google Classrooms WR website, school marquee and Q Communications.</p> <p>D. Parent Involvement activities and materials to engage parents and students collaboration with school curriculum to include reading, writing, listening and speaking.</p>	<p>There is a volunteer daily in the library that has become a valuable member of our campus community by her love and support towards our students, staff and events. The goal of engaging parents in their children's academic efforts at school will continue to be a focus. Information is provided in both English and Spanish and is sent home in a timely manner. Parents are communicated with daily if their student is absent by office staff. Home visits are conducted to address attendance concerns with parents and to remove any barriers that may keep students from being successful.</p> <p>B.The school staff invited parents to participate in site-based activities such as the 100 Mile Club, Back to School Night, Fall Festival, Winter Wonderland, Festival of Cultures, College & Career Day, Book Fair ESL adult classes to learn English, and Coffee & Conversations meetings. All parent activities were supported with English and Spanish translation. Babysitting was provided when possible and appropriate. Parenting classes to support their child's education were provided including; Strengthening Families, Dinosaur School, Family Literacy, English as a Second Language.</p> <p>C. Parents were kept informed and involved with school activities through Parent Connect: Q Communications,</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p> <p>Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$500</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Substitute Teacher: Parent involvement meetings/ parent training release time for teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$800</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Class DoJo, Google Classrooms WR website, and school marquee.</p> <p>D. Parent Involvement activities and materials to engage parents and students collaboration with school curriculum were provided to DI Parents in the annual meetings to include reading, writing, listening and speaking.</p>		
<p>3.3 Parent Workshops A. The school will facilitate parent workshops that may focus on topics like Social Emotional Learning (SEL), Student Engagement, CCSS, technology, cyberbullying, nutrition, AVID skills, Physical wellness, mental health, and other topics that may affect their children's success and well-being.</p>	<p>The Actual Actions/Services for Parent Workshops included:</p> <p>A. The school facilitated parent workshops that focused on topics like Social Emotional Learning (SEL), Student Engagement, Family Literacy, Strengthening Families with focus on supporting children's success and well-being.</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500.00</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$300.00</p>	<p>Teacher Hourly and Substitute Teacher Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p> <p>Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$300</p>
<p>3.4 Parent Engagement and Leadership 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 Q Communications, WR website, daily announcements, Class DoJo, Peachjar, monthly calendar and school marquee.</p>	<p>The Actual Actions/Services for Parent Engagement and Leadership included:</p> <p>A. Increased parent involvement minimally in school/district advisory committees to review current school/district programs and make recommendations. However, a new parent group was formed "Coffee & Conversations" which increased the number of parents on campus involved monthly in school activities</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 \$247.00</p> <p>Classified hourly: Babysitting, supervision of students for parent meetings</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 \$0</p> <p>Classified hourly: Babysitting, supervision of students for parent meetings</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. School staff will provide all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, DAC, GATE advisory committee, and PTA. Babysitting will be provided.</p>	<p>and practices to improve student well being, success and overall culture of the school. School staff provided regular updates to parents about classroom/school activities and programs through Q Communications, WR website, daily announcements, Class DoJo, school marquee and parent meetings.</p>	<p>2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$300</p>	<p>2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$300</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>B. School staff provided all parents and staff leadership opportunities through advisory committees: DELAC, ELAC, SSC, DAC, GATE advisory committee, PTA and Conversations & Coffee parent meetings. Babysitting was provided as needed.</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 \$500.00</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 \$500</p>
<p>D. Parents will be given opportunities to participate in workshops that focus on how they can support their student at home with academics, technology, school engagement, Social Emotional Learning (SEL) and healthy living and wellbeing. In addition, parents will be provided support in technology by office staff, media clerk and/or other staff members.</p>	<p>C. The school communicated to parents the board policies and other requirements of the Transitional Kindergarten program. Parents were provided with registration packets, developmental activity packets for summer prep and transition meetings for parents.</p>		
<p>E. "Hot Spot" technology boost devices will be provided for families that need additional WiFi support in their homes to support student engagement in learning using student Chromebooks.</p>	<p>D. Parents were given opportunities to participate in Coffee & Conversations meetings that focused on how they can support their student at home with academics, technology, school engagement, Social Emotional Learning (SEL) and healthy living/wellbeing. In addition, parents were provided support in technology by office staff, media clerk and/or other staff members when needed.</p>		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

E. "Hot Spot" technology boost devices continue to be provided for families that need additional WiFi support in their homes to support student engagement in learning using student Chromebooks.

Analysis

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

Parents were welcomed to be on school grounds with Covid restrictions lifted. School events have seen an increased of parents participation creating a positive culture for our students and staff. Fall Festival had 908 participants and Winter Wonderland had 1,450 participants. There remains to be an end of the year Festival of Cultures that we believe will be a success with our community involvement as well. There is still a need to reach out to families that may be in need of mental health through our psychologist/behavioral health supports. Even though there has been an increased in parent involvement in informal school events, there is still a need to increase parent involvement in school committees. A parent group "Coffee & Conversations" met monthly and informally discussed school topics related to student achievement. This meeting format proved to be successful as the number of parents participating monthly grew throughout the year. There is also a need to educate parents on the negative effects of social-media and their students' mental well-being. Parents were kept informed on what was happening at school through the school website, teacher's Google page, marquee, calendar, flyers, parentsquare, Q Communication, and office bulletin board. Parents were provided this information in both English and Spanish. Parent conferences were in person unless a parent requested a virtual meeting. Parents were kept informed on their student's progress through parent connect, Class DoJo and teacher communication. Translating services were provided throughout the school year for various purposes like parent/teacher meetings, parent conferences, and SST/ IEPs. Becoming a Community School improved our supports for families and included: Strengthening Families, Dinosaur School, Family Literacy and many connections to community resources that we offered at the community events each trimester. With the first year of Dual Immersion on campus our TK & K parent involvement improved and was positive.

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

There was an increase of school wide events that focused on bringing families on campus. Parents were appreciative of this opportunity to spend time with their student at a school setting. Information continues to be sent home in both English and Spanish and translating services are provided when requested for meetings. During SART meetings, parents shared barriers that might be keeping their student from attending school and the school attendance team provided possible solutions to remove these barriers. Barriers that were discussed were clothing, housing, mental health, eye glasses, transportation, parent work conflicts in schedules and parenting skills. Parents were provided with a list of resources that they could turn to for assistance. Extra efforts will need to be taken next year to increase the participation rates in all parent meetings and the overall culture of a welcoming school environment for community, students and staff. Survey participate was very low from parents , and staff. West Riverside depends on this feedback in order to better serve our community, address areas on concerns, provide for our families, and become a better school serving our students and community.

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

Some allocations were not used and moved to support Attendance incentives. Some parent workshops provided babysitting, but we are planning to utilize this option more next year. A focus on community engagement will continue to be a focus in order to build strong connections between home and school. Classified staff provided translating support for parent conferences and IEPs as needed.

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.

With TK/Kindergarten going to a full day status next school year, there is going to be a need for additional supervisors and for an increase in hours to the existing supervisors. There is going to be additional training for teachers and staff on how to address mental health in the classroom and in the playground. This needs to be done at the beginning of the school year and there needs to be monitoring and further training if needed. Attendance will continue to be a focus next school year and funding will be somewhat focus on student incentives as well. Parent workshops will be made available to parents on how to support their student at home with homework or with behavior issues. It is essential for West Riverside to increase the participation rate for surveys. It is difficult to paint an accurate picture with minimal responses. Parent workshops, based on parent needs may assist in increasing survey participation and address specific areas of concern for parents, while increasing parental involvement and re-engaging the community. Sharing our protocols and communicating with parents before the beginning of they school year will help to reduce stress and troubleshoot areas of need ahead of time. A TK/K Orientation for parents is one support we will provide to inform and support our families with beginning the elementary school experience. Hosting family events will continue to be welcoming activities on campus. Extended Learning Opportunities will continue into next school year, as we continue to identify and address learning gaps with students we will continue to support them with these services. PICO referrals are expected to increase next year and having a counselor on site has proved to be crucial allowing for group decisions/support groups to be developed. West Riverside is a Community School which allows for focus and funding to support community/parent involvement and support our families will continue to identify needs and provide resources. Attendance will continue to be a focus next school year and funding will be somewhat focused on student incentives as well. Parent workshops will be made available to parents on how to support their student at home with homework and behavior issues.

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	366175
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	652,697.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	191990	0.00
Title I Parent Involvement -- 3010 1902	2880	0.00
Title I District -- 500 3010	162445	0.00
Title III LEP -- 4203	8860	0.00
LCFF Suppl/Conc -- 0707	196305	0.00
LCFF District -- 500 0707	90217	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	90,217.00
LCFF Suppl/Conc -- 0707	196,305.00
Title I Basic -- 3010	191,990.00
Title I District -- 500 3010	162,445.00
Title I Parent Involvement -- 3010 1902	2,880.00
Title III LEP -- 4203	8,860.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	329,603.00
2000-2999: Classified Personnel Salaries	239,878.00
4000-4999: Books And Supplies	41,241.00
5000-5999: Services And Other Operating Expenditures	24,225.00
5700-5799: Transfers Of Direct Costs	13,750.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	90,217.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	38,991.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	77,839.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	38,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	23,725.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	13,750.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	4,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	126,962.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	63,295.00
4000-4999: Books And Supplies	Title I Basic -- 3010	1,233.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	500.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	162,445.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,205.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	675.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,000.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	7,852.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,008.00

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
Marcella Hale	Principal
Jackie Cornett	Classroom Teacher
Abraham Vargas	Classroom Teacher
Teresa Chavez	Classroom Teacher
Regina Lopez	Other School Staff
Maria Bonilla	Parent or Community Member
Alejandra Gonzalez	Parent or Community Member
Patricia Jimenez	Parent or Community Member
Ana Lizarraga	Parent or Community Member
Maria Mendez Guillen	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 5/25/23.

Attested:



Principal, Marcella Hale on 5/25/23



SSC Chairperson, Patricia Jimenez on 5/25/23

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. 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

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program