

The School Plan for Student Achievement

School: River Valley High School
CDS Code: 51-71464-0107722
District: Yuba City Unified School District
Principal: Lee McPeak
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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School Vision and Mission

River Valley High School's Vision and Mission Statements

RVHS Believes that ALL Students Can Learn.

Our SCHOOL WIDE LEARNER OUTCOMES are:

What?

We Prepare ALL Students to be College and Career Ready.

How?

We Maximize Student Learning Through: Writing, Inquiry, Collaboration, Organization and Reading (WICOR)

Why?

We Believe Successful People are:

Effective Communicators

Critical Thinkers

Technologically Literate

Responsible Community Members Show:

Positivity

Respect

Integrity

Determination

Excellence

(PRIDE)

School Profile

River Valley High School is located in an expanding portion of Yuba City and is the newest high school in the Yuba City Unified School District. Established in 2005, River Valley High is a 9-12 comprehensive school. The school was built in response to community growth in part due to an affordable housing market next to a large metropolitan area (Sacramento). In recent years growth in the community has waned as a result of the nationwide real estate slow-down, however, the local school population has remained constant. In the Spring of 2016, we had a WASC visit and we received a six year accreditation with a two day mid-cycle review.

In 2019, our mid cycle review resulted in 10 unique commendations and ZERO recommendations other than, "Continue doing what you are doing."

The school day at RVHS is structured utilizing a 4x4 block schedule, which allows for substantial periods of time to be dedicated to learning and instruction and less time on routine tasks such as taking roll. Four classes are held each day that are 1.5 hours in length and divided over two terms each school year (fall and spring terms). At the end of each term, students change both classes and teachers, much like college courses. The 4x4 block schedule affords a great number of options for students, as they are provided an opportunity to take more courses during their four-year high school career than under the traditionally structured six-period school day. This allows students to advance their studies during their high school career and provides more opportunities for all students to explore a multitude of career pathways and or options for college. Additionally, teachers average 90 student contacts per school day rather than the normal 150, allowing a more personal teaching and learning experience for students and staff.

The administrative team is working with Total Schools Solutions to implement the California State standards in the core subjects.

Most of the work has been with the English, Social Science and Math departments.

River Valley High School offers the opportunity for all students to be involved in some activity of their choosing. RVHS provides a variety of campus clubs and activities, as well as sports in the Capital Valley Conference (CVC) , Link Crew for transitioning freshmen and opportunities for student leadership. Additionally, RVHS students have been accepted to a number of major universities and colleges, and the school community is especially proud of the many accomplishments of our graduating classes.

Student Enrollment by Grade Level (School Year 2020-2021)

Grade Number of Level Students

Grade 9 479
Grade 10 506
Grade 11 467
Grade 12 408

Total Enrollment 1,860

Student Enrollment by Group (School Year 2020-2021) Student Percent of Group Total Enrollment

Black or African American 1.56%
American Indian or Alaska Native .38%
Asian 32.6%
Filipino .38%
Hispanic or Latino 41.2%
Native Hawaiian or Pacific Islander .05%
White 18%
Two or More Races 5.5
Socioeconomically Disadvantaged 62.3
English Learners 7.7
Students with Disabilities 8.4
Foster Youth 0.3

Comprehensive Needs Assessment Components

Areas of Analysis

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

River Valley High School SBAC scores for the spring of 2019:

English:

School wide 59.15% met or exceeded

SES 58% met or exceeded

English Learners 7% met or exceeded

SWD 25% met or exceeded

Math:

School wide 34.97% met or exceeded

SES 29% met or exceeded

English Learners 6.4% met or exceeded

SWD less than 5% met or exceeded

Continued work in the following areas will yield increased rate and depth of learning for RVHS students:

- Efficient, Data Driven and Student Centered PLC's
- Use of Research Based Instruction Strategies Each Day
- Connecting RVHS SLO's to Standards Based Instruction
- Creating and Maintaining a Learning Environment that Supports Student and Teacher Growth.
- Intervention Strategies Built in to the School Day. (Falcon Hour)
- 4 Year Planning

Conclusions from Parent, Teacher and Student Input

As a whole school, RVHS stakeholders believe we are underperforming when compared to our potential. We have highly qualified staff and motivated students.

We anticipate the following initiatives increasing student performance over time:

- During the school day interventions.
- After school interventions/evening DL interventions
- Study of effective, research based instructional strategies.
- Continue down the Professional Learning Community path in all core subject areas.
- Incorporating the RVHS School Wide Learner Outcomes into the school day.
- School Wide AVID Program
- Advisory Period efforts in 4 year planning

Data Analysis

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

Surveys

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

PBIS Surveys will be conducted for both students and staff during the 2020-2021 school year.

Classroom Observations

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

Aside from the formal observation process, school site admin attempt to be in each room on campus each week of the school year.

Analysis of Current Instructional Program

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

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or

general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

State and local assessments were reviewed with staff. More than this, however, is the need to provide data to assess student performance during the school year. This is why we implemented benchmarks and common assessments. Our "next steps" include continued Illuminate training, the implementation of additional common assessments in each department and continue our work with looking at student data on minimum days during the school year. Progress is being made toward the goal of using in house data to review progress during the course of the school year in order to modify instruction and reteach when necessary.

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

District wide minimum days are utilized to analyze benchmark data as a department. These sessions are facilitated by the Content Leader from each department. A common definition for collaboration was created by our Leadership Team.

Staffing and Professional Development

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

Teachers that are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aide RVHS students in reaching academic proficiency. RVHS strives to ensure that every child has the same opportunity to attend a school with effective teachers and an effective administrative team.

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

RVHS teachers and staff have regular access to professional development and are provided all necessary instructional materials to educate the students in our community.

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

Staff/professional development continues to revolve around student performance related needs. We continue to work toward building standard educational practice in each classroom for each student. The delivery and method(s) of instruction being used during the 4x4 block continues to be a focus and need in terms of staff development. Minimum days are used to examine student work and refine instructional strategies, assessment tools, and materials used for classroom instruction.

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

School Site Admin Support, Professional Development at Staff Meetings by Site Teaching Staff and DO Professional Development

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

Monthly Minimum Days. Content Area Collaboration over Data.

Teaching and Learning

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

All YCUSD curricula and instructional materials are aligned to State content standards and to the ESEA content and performance standards.

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

All YCUSD schools adhere to the recommended instructional minutes for English/Language Arts (ELA) and Mathematics as outlined in the California RLA and Mathematics Frameworks and the Essential Program Components (EPC). RVHS completed the EPC survey with staff. Results confirmed adherence to the district standard for instructional minutes.

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

YCUSD provides common pacing schedules for Kindergarten through grade 8th ELA and Mathematics. All pacing calendars adhere to the recommended instructional minutes. At the K-5 level, 45- 60 minutes of daily English Language Enrichment provides the opportunity for data-driven intervention or enrichment. At the 6th-12th level, intervention support is built into the master schedule. RVHS completed the EPC survey with staff. Results confirmed implementation of and adherence to the District's common pacing calendars and opportunities for intervention support.

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

The YCUSD Adoption Process ensures that all instructional materials are standards-based, State-approved, and local Governing Board adopted and that these adopted curricula meet the needs of all learners. RVHS has fully implemented District adopted curricula in all content areas.

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

All curricula and intervention materials used in YCUSD are SBE-adopted, standards-aligned, and local Governing Board adopted. YCUSD high school students have access to standards-aligned courses in all content areas. RVHS completed the EPC survey with staff. Results confirmed that all curricula and materials are district adopted and students have access to standards-aligned courses in all content areas.

Opportunity and Equal Educational Access

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

- Differentiated teacher resources and student materials, which are provided within the core program materials, are used for both small group instruction and individual support.
- River Valley is in the process of studying and implementing both within the school day and after school Reading/Language Arts and Mathematics interventions. Staff favors this concept via survey.
- All YCUSD sites have a District funded (LCFF) intervention teacher.

14. Research-based educational practices to raise student achievement

- All teachers at RVHS are fully credentialed and highly qualified for their assignment.
- All teachers at RVHS use research-based instructional practices including the following:
 - o Setting content objectives and language objectives
 - o Visual representations and graphic organizers
 - o Overt and covert participation strategies
 - o Cooperative learning
 - o AVID WICOR strategies
 - RVHS Admin Team & Leadership Team assists teachers with lesson planning, goal setting, data analysis, demonstration lessons, and research-based instructional practices.
 - Common formative and benchmark assessments are administered. RVHS teachers analyze student assessment data to identify patterns of performance and modify instruction to meet the needs of all students, including ELs and SWDs.

Parental Involvement

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

Currently, RVHS offers an after school tutoring program in the career center with a Math teacher three days per week . Additionally, teachers are available before school, after school and some during the school day to provide assistance to students. Programs such as AVID and Link Crew assist in serving a wide range of student needs as well. RVHS offers one Open House event each term and parent involvement during this time is strong. Our focus is to open the door of communication and build relationships early and provide the forum to ask questions to pave the way for assistance,if the need arises, later on during each term.

RVHS is in the process of creating a monthly parent forum to be rolled out during the Spring of 20-21. Distance Learning has caused a 'disconnected feeling' among students and parents. We believe that providing a virtual option for parents to ask questions, share concerns or simply inquire about current events would help with this situation.

RVHS communicates with families via:

- Social Media
 - Aeries Communication (Spanish, English and Punjabi)
- (Texts, Phone Calls & Emails)
- Open House x2 Annually
 - Frosh Orientation x1 Annually
 - Counseling Department 4 Year Planning
 - Personal Phone Calls to Underachieving Students
 - Attendance Auto-dialer and Personal Calls

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

RVHS Stakeholders evaluates these programs using both data and anecdotal data annually.

Funding

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

Services provided by LCAP and Title 1 funds to enable under-performing students to meet standards include after school tutoring, supplemental materials provided to teachers, staff training/workshops, conferences, staff institutes, and work in departments to further develop curriculum to target student needs.

18. Fiscal support (EPC)

N/A

Conclusions from Analysis of Instructional Programs

The Staff and Stakeholders have reviewed all relevant data. The following school initiatives are designed to address and strengthen our current program in order to attain our school wide goals.

1. Establish a consistent vision for the school.
2. Increase the level of student college and career readiness.
3. Establish, monitor and maintain a systematic collection, analysis, and application of data to drive instruction, evaluate program effectiveness, and insure a cycle of continuous improvement.
4. Improve technology for students and staff.
5. Improve Communication among all stakeholders
6. Fully implement CCSS in all content areas.

Description of Barriers and Related School Goals

We face several barriers as we work towards a vision of "All students will be college and career ready". As a school, we have identified three areas that are critical to the achievement of our vision. They are:

Increasing Achievement- our "D and F" rates continue to be constant and in the range of 17-20%. In addition, our "A-G" rates are approx 40%. These two factors alone cause the "Window of opportunity" to close for many of our students.

Ensuring Rigor- The common core standards are very different from what we as educators have seen in a long time. We will be adjusting the way we present information to students for years to come.

Further a Collaborative Culture- Each of the two issues above are extremely difficult to address. We will need more time for departments and whole staff to address the demands of the common core. We anticipate the solution to these issues to include:

- Quality First Time Instruction (Rigor)
- Professional Collaboration & Data Study that drives classroom instruction/design through common assessments campus wide.
- School Wide AVID Implementation (CCSS in core content areas and WICOR)
- RVHS SLO's connected to Classroom Instruction
- During the school day interventions/after school interventions

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	417	429	465	413	424	455	413	424	455	99	98.8	97.8
All Grades	417	429	465	413	424	455	413	424	455	99	98.8	97.8

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2581.0	2612.6	2600.0	16.22	28.30	25.71	34.62	35.85	34.95	29.54	22.17	19.12	19.61	13.68	20.22
All Grades	N/A	N/A	N/A	16.22	28.30	25.71	34.62	35.85	34.95	29.54	22.17	19.12	19.61	13.68	20.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	26.63	32.55	28.41	52.06	50.00	46.26	21.31	17.45	25.33
All Grades	26.63	32.55	28.41	52.06	50.00	46.26	21.31	17.45	25.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	23.49	35.38	33.85	52.30	45.99	47.12	24.21	18.63	19.03
All Grades	23.49	35.38	33.85	52.30	45.99	47.12	24.21	18.63	19.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.37	21.70	22.20	64.65	64.62	64.84	15.98	13.68	12.97
All Grades	19.37	21.70	22.20	64.65	64.62	64.84	15.98	13.68	12.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	25.91	40.09	38.33	53.03	45.52	42.73	21.07	14.39	18.94
All Grades	25.91	40.09	38.33	53.03	45.52	42.73	21.07	14.39	18.94

Conclusions based on this data:

1. If 50% of RVHS Students in the 11th grade are either pro/adv in ELA, then efforts to improve this outcome will be made by an analysis and increased effectiveness of the following strategies:
 - Vision (College and Career Ready through WICOR and PRIDE)
 - Rigor (Quality First Time Instruction)
 - Collaboration (Data driving instructional and professional decisions)
 - Technology (Increased use and awareness)
 - Communication (Increases in regularity and quality)
 - CCSS (Awareness and implementation)

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	417	429	465	416	426	456	416	426	456	99.8	99.3	98.1
All Grades	417	429	465	416	426	456	416	426	456	99.8	99.3	98.1

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2547.4	2573.0	2556.0	4.81	11.97	10.75	18.27	23.00	20.61	31.25	20.89	23.03	45.67	44.13	45.61
All Grades	N/A	N/A	N/A	4.81	11.97	10.75	18.27	23.00	20.61	31.25	20.89	23.03	45.67	44.13	45.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.90	23.24	20.61	32.45	28.17	25.66	52.64	48.59	53.73
All Grades	14.90	23.24	20.61	32.45	28.17	25.66	52.64	48.59	53.73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.75	14.79	13.82	49.16	45.77	43.64	44.10	39.44	42.54
All Grades	6.75	14.79	13.82	49.16	45.77	43.64	44.10	39.44	42.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.10	13.62	13.38	58.17	58.69	51.10	31.73	27.70	35.53
All Grades	10.10	13.62	13.38	58.17	58.69	51.10	31.73	27.70	35.53

Conclusions based on this data:

1. If 31% of RVHS Students in the 11th grade are either pro/adv in Mathematics, then efforts to improve this outcome will be made by an analysis and increased effectiveness of the following strategies:
 - Vision (College and Career Ready through WICOR and PRIDE)
 - Rigor (Quality First Time Instruction)
 - Collaboration (Data driving instructional and professional decisions)
 - Technology (Increased use and awareness)
 - Communication (Increases in regularity and quality)
 - CCSS (Awareness and implementation)

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1527.8	1522.0	1509.5	1513.2	1545.6	1530.4	34	46
Grade 10	1527.7	1507.1	1510.8	1484.5	1544.1	1529.1	34	33
Grade 11	1516.9	1516.7	1492.6	1489.0	1540.5	1544.0	31	28
Grade 12	1529.6	1528.0	1511.3	1498.8	1547.3	1556.7	19	26
All Grades							118	133

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	10.87	32.35	23.91	*	30.43	*	34.78	34	46
10	*	0.00	*	33.33	*	27.27	32.35	39.39	34	33
11	*	3.57	*	21.43	41.94	39.29	*	35.71	31	28
12	*	3.85	*	34.62	*	34.62	*	26.92	19	26
All Grades	16.95	5.26	27.12	27.82	28.81	32.33	27.12	34.59	118	133

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	38.24	21.74	*	34.78	*	8.70	*	34.78	34	46
10	32.35	6.06	*	42.42	*	12.12	32.35	39.39	34	33
11	*	7.14	48.39	25.00	*	32.14	*	35.71	31	28
12	*	3.85	*	34.62	*	38.46	*	23.08	19	26
All Grades	28.81	11.28	32.20	34.59	16.10	20.30	22.88	33.83	118	133

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	2.17	*	19.57	*	30.43	41.18	47.83	34	46
10	*	3.03	*	12.12	*	39.39	35.29	45.45	34	33
11	*	0.00	*	14.29	*	46.43	41.94	39.29	31	28
12		3.85	*	11.54	*	53.85	*	30.77	19	26
All Grades	10.17	2.26	22.88	15.04	28.81	40.60	38.14	42.11	118	133

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	35.29	8.70	38.24	65.22	*	26.09	34	46	
10	32.35	6.06	35.29	51.52	32.35	42.42	34	33	
11	*	0.00	54.84	46.43	*	53.57	31	28	
12	*	0.00	57.89	42.31	*	57.69	19	26	
All Grades	27.12	4.51	44.92	53.38	27.97	42.11	118	133	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	38.24	54.35	38.24	19.57	*	26.09	34	46	
10	32.35	42.42	38.24	15.15	*	42.42	34	33	
11	35.48	32.14	58.06	32.14	*	35.71	31	28	
12	*	38.46	*	46.15	*	15.38	19	26	
All Grades	38.14	43.61	42.37	26.32	19.49	30.08	118	133	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	8.70	*	32.61	52.94	58.70	34	46	
10	*	6.06	32.35	45.45	44.12	48.48	34	33	
11	*	0.00	35.48	50.00	61.29	50.00	31	28	
12	*	3.85	*	46.15	*	50.00	19	26	
All Grades	14.41	5.26	33.90	42.11	51.69	52.63	118	133	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	2.17	58.82	67.39	*	30.43	34	46
10	*	6.06	52.94	69.70	*	24.24	34	33
11	*	3.57	67.74	75.00	*	21.43	31	28
12	*	0.00	78.95	96.15	*	3.85	19	26
All Grades	22.03	3.01	62.71	75.19	15.25	21.80	118	133

Conclusions based on this data:

1. We continue to be laser focused on:
 - Vision (College and Career Ready through WICOR and PRIDE)
 - Rigor (Quality First Time Instruction)
 - Collaboration (Data driving instructional and professional decisions)
 - Technology (Increased use and awareness)
 - Communication (Increases in regularity and quality)
 - CCSS (Awareness and implementation)

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1872	69.7	10.1	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	190	10.1
Foster Youth	2	0.1
Homeless	8	0.4
Socioeconomically Disadvantaged	1304	69.7
Students with Disabilities	163	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	1.8
American Indian	6	0.3
Asian	600	32.1
Filipino	12	0.6
Hispanic	722	38.6
Two or More Races	90	4.8
Pacific Islander	4	0.2
White	392	20.9






Conclusions based on this data:

1. We continue to be laser focused on:
 - Vision (College and Career Ready through WICOR and PRIDE)
 - Rigor (Quality First Time Instruction)
 - Collaboration (Data driving instructional and professional decisions)
 - Technology (Increased use and awareness)
 - Communication (Increases in regularity and quality)
 - CCSS (Awareness and implementation)

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Graduation Rate</p>  <p>Yellow</p>	<p>Suspension Rate</p>  <p>Orange</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>College/Career</p>  <p>Green</p>		

Conclusions based on this data:

1. We are analyzing our suspension rate as we research the positive effects of restorative practices vs. suspensions from school.
2. We continue to be laser focused on:
 - Vision (College and Career Ready through WICOR and PRIDE)
 - Rigor (Quality First Time Instruction)
 - Collaboration (Data driving instructional and professional decisions)
 - Technology (Increased use and awareness)
 - Communication (Increases in regularity and quality)
 - CCSS (Awareness and implementation)

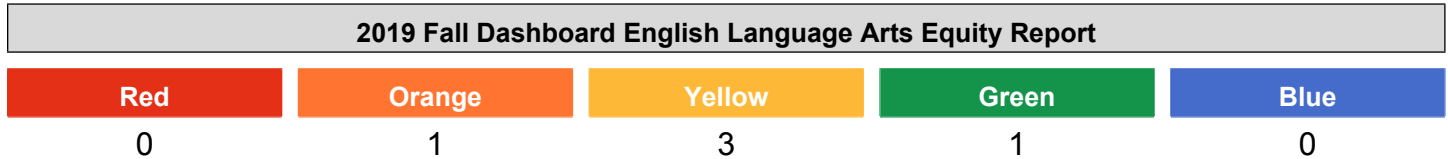
School and Student Performance Data

Academic Performance English Language Arts

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>21.2 points above standard</p> <p>Declined -10.2 points</p> <p>441</p>	<p>English Learners</p> <p>Orange</p> <p>77.1 points below standard</p> <p>Increased ++5.8 points</p> <p>58</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>10.2 points above standard</p> <p>Declined -8.3 points</p> <p>300</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>87.7 points below standard</p> <p>Declined -4.6 points</p> <p>43</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 51.6 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 25.2 points above standard Declined Significantly -19.6 points 133	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.4 points above standard Maintained ++1.9 points 157	 No Performance Color 24.8 points above standard Declined -13.4 points 28	 No Performance Color 0 Students	 Green 37.9 points above standard Declined -9.9 points 106

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
129.9 points below standard Increased ++8.3 points 23	42.4 points below standard Maintained ++0.6 points 35	26.4 points above standard Declined -9.1 points 228

Conclusions based on this data:

- We continue to find success while focused on these areas:
 - Vision (College and Career Ready through WICOR and PRIDE)
 - Rigor (Quality First Time Instruction)
 - Collaboration (Data driving instructional and professional decisions)
 - Technology (Increased use and awareness)
 - Communication (Increases in regularity and quality)
 - CCSS (Awareness and implementation)

School and Student Performance Data

Academic Performance Mathematics






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










This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 66.1 points below standard Declined -13.5 points 440	<p>English Learners</p>  Red 171.1 points below standard Declined -13.2 points 58	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p>  Orange 80 points below standard Declined -7.4 points 299	<p>Students with Disabilities</p>  No Performance Color 181.1 points below standard Declined Significantly -19.5 points 42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 132.7 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 43.8 points below standard Declined Significantly -18.8 points 132	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 86.9 points below standard Maintained -1 points 157	 No Performance Color 75.3 points below standard Declined Significantly -32 points 28		 Yellow 59.5 points below standard Declined Significantly -19.4 points 106

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
199.7 points below standard Maintained -2 points 23	152.2 points below standard Declined Significantly -23.1 points 35	67.3 points below standard Declined Significantly -19.9 points 228

Conclusions based on this data:

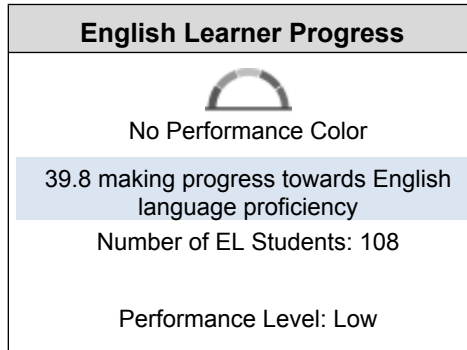
- Focus in these areas are producing results school wide:
 - Vision (College and Career Ready through WICOR and PRIDE)
 - Rigor (Quality First Time Instruction)
 - Collaboration (Data driving instructional and professional decisions)
 - Technology (Increased use and awareness)
 - Communication (Increases in regularity and quality)
 - CCSS (Awareness and implementation)

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.8	46.2		39.8

Conclusions based on this data:

- Our Designated and Integrated ELD services will be focused on:
 - Vision (College and Career Ready through WICOR and PRIDE)
 - Rigor (Quality First Time Instruction)
 - Collaboration (Data driving instructional and professional decisions)
 - Technology (Increased use and awareness)
 - Communication (Increases in regularity and quality)
 - CCSS (Awareness and implementation)

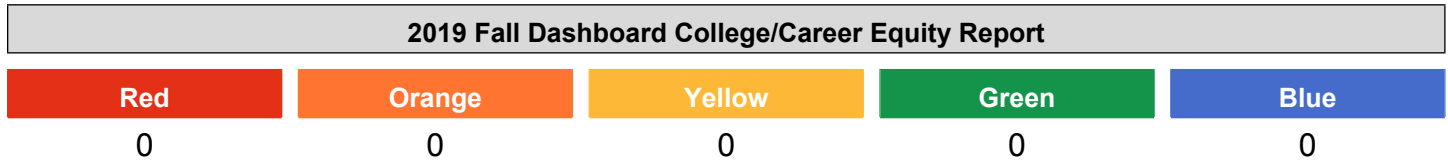
School and Student Performance Data

Academic Performance College/Career

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>54.6</p> <p>Increased Significantly +10.7</p> <p>421</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
44 Prepared	44 Prepared	54.6 Prepared
24.3 Approaching Prepared	24.3 Approaching Prepared	19.2 Approaching Prepared
31.7 Not Prepared	31.7 Not Prepared	26.1 Not Prepared

Conclusions based on this data:

- All academic and CTE pathways will be focused on:
 - Vision (College and Career Ready through WICOR and PRIDE)
 - Rigor (Quality First Time Instruction)
 - Collaboration (Data driving instructional and professional decisions)
 - Technology (Increased use and awareness)
 - Communication (Increases in regularity and quality)
 - CCSS (Awareness and implementation)

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

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











This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	1	0

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>92.9</p> <p>Declined -1</p> <p>423</p>	<p>English Learners</p> <p>Orange</p> <p>75</p> <p>Declined -1.7</p> <p>60</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>91.1</p> <p>Declined -1.5</p> <p>316</p>	<p>Students with Disabilities</p> <p>Red</p> <p>60</p> <p>Declined -26.5</p> <p>30</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 94.8 Increased +1.6 154	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 91.7 Declined -1.1 145	 No Performance Color 94.1 Declined -5.9 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 94.1 Declined -2.2 85

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
93.9	92.9

Conclusions based on this data:

1. We believe our students graduate at a higher rate while focused on:
 - Vision (College and Career Ready through WICOR and PRIDE)
 - Rigor (Quality First Time Instruction)
 - Collaboration (Data driving instructional and professional decisions)
 - Technology (Increased use and awareness)
 - Communication (Increases in regularity and quality)
 - CCSS (Awareness and implementation)

School and Student Performance Data

Conditions & Climate Suspension Rate

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

Lowest Performance



Red



Orange



Yellow



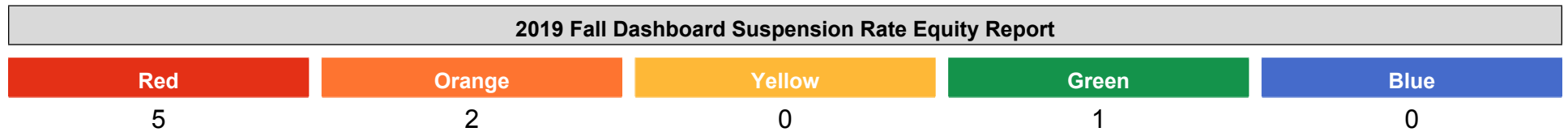
Green



Blue

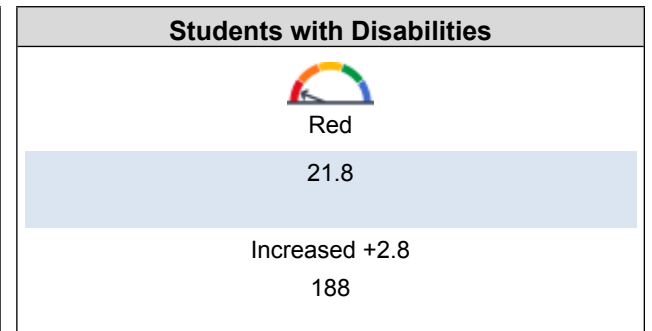
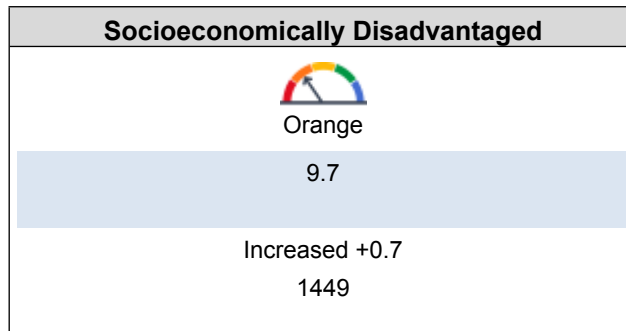
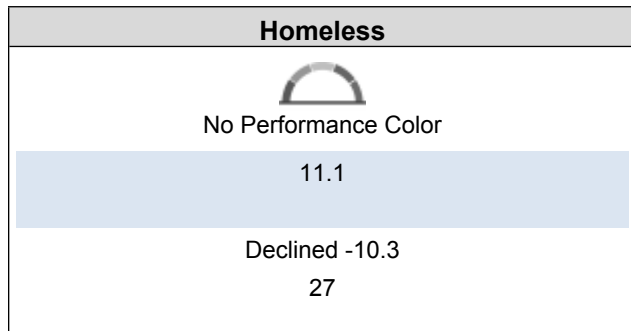
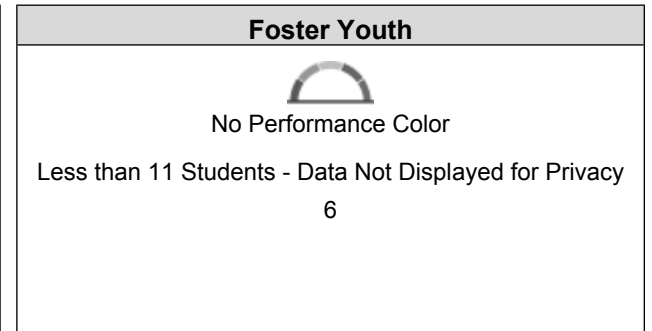
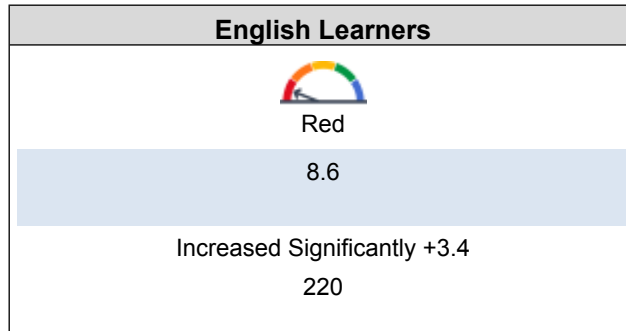
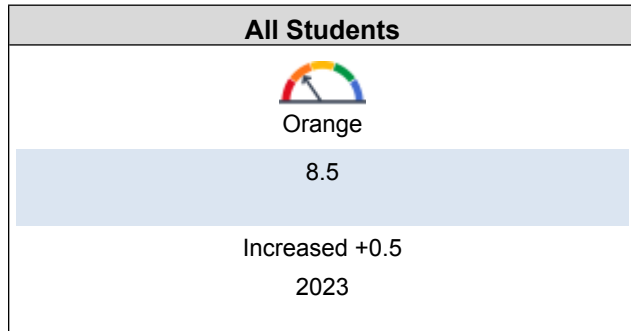
Highest Performance

This section provides number of student groups in each color.











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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 16.3 Increased +2.6 43	 No Performance Color Less than 11 Students - Data Not 6	 Green 2.7 Declined -1 627	 No Performance Color 8.3 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.4 Increased +0.4 780	 Red 16.4 Increased +7.6 116	 No Performance Color Less than 11 Students - Data Not 5	 Orange 8.5 Maintained +0.2 434

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.9	8.5

Conclusions based on this data:

1. We are researching the benefits of restorative practices vs. suspension from school. Students will be suspended less when staff focus on:
 - Vision (College and Career Ready through WICOR and PRIDE)
 - Rigor (Quality First Time Instruction)
 - Collaboration (Data driving instructional and professional decisions)
 - Technology (Increased use and awareness)
 - Communication (Increases in regularity and quality)
 - CCSS (Awareness and implementation)

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Academic & Career Ready Success
LEA GOAL:
To provide a rigorous and comprehensive program to ensure success for ALL students as they transition to graduation and beyond and are college and career ready, through high quality classroom instruction and support.
SCHOOL GOAL #1:
Increase academic and career ready success for all students through research based, effective instructional practices and professional collaboration efforts. (PLC)
Issue Statement:
In 2016, the Western Association of Schools and Colleges (WASC) visiting team recommended that instructional rigor, professional collaboration and CCSS (Common Core State Standards) be studied and addressed/improved. Our 2019 Mid Cycle Review validated our efforts with zero recommendations. Just encouragement to keep going in the same direction.
Goal Objective
During the 2020-2021 school year, the RVHS staff will study/improve: <ul style="list-style-type: none">• Quality First Time Instruction (Rigor)• Professional Collaboration & Data Study that drives classroom instruction/design through common assessments• School Wide AVID Implementation (WICOR in core content areas)• Implementation of CCSS in core content areas• Increase CTE/Pathway options for students• Implement Falcon Hour (2nd Year) ***The COVID 19 Pandemic has caused major changes in our implementation of this goal. Our whole staff, all students and School Site Council have shifted our focus to best implement strategies to achieve these goals while using the Distance Learning Model. Most of our PD, staff collaboration, Leadership Team Meetings and Staff Meetings have been centered on best practices for this new way of teaching and learning. Instructional strategies and best practices to encourage student engagement have been our focus. While this process of Distance Learning has been terribly hard on students, families and staff...we understand that many of these new ways of using technology will positively transfer to in person learning. Our staff is excited to experience this and have these forward thinking conversations in preparation for the 21-22 school year.***
Student Groups Participating in this Goal
ALL students

Performance Gains Expected For These Student Groups

- Increased percent of students who meet A-G requirements
- Increased percent of students who graduate

Means of Evaluating Progress Toward this Goal

- Walkthrough Data
- Collaboration with Admin
- Benchmark Exams
- Staff Meeting Professional Development
- PLC Work
- SLO's in the Classroom

Group Data Needed to Measure Academic Gains

- Core content benchmark exams (Formative)
- A-G quarterly markers
- End of year CAASP (Summative)
- Graduation Rate
- A-G Rate
- Decreasing D/F rate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Strategies:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	07/01/20 - 06/30/21	Administration Outside Services Teaching Staff Counseling	Instructional Aides' Salaries (ELD)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	24,023.00
Instructional Aides' Salaries (ELD)			3000-3999: Employee Benefits	LCFF - Supplemental	4,609.00	
Instructional Aides' Salaries (ELD)			2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	34,536.00	
Instructional Aides' Salaries (ELD)			3000-3999: Employee Benefits	Title I Part A: Allocation	6,831.00	
Teachers' Extra/OT (ELD summer collaboration, summer program and after school tutoring)			1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10,000.00	
Teachers' Extra/OT (Math tutoring)			1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000.00	
ELD and Math			3000-3999: Employee Benefits	Title I Part A: Allocation	3,348.00	
Tutor salaries (ELD & Math)			2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2,000.00	
Tutor salaries (ELD & Math)			3000-3999: Employee Benefits	Title I Part A: Allocation	48.00	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	07/01/20 - 06/30/21	Administration Outside Services Teaching Staff Counseling	Books & Other Reference Mtls (Library)	4000-4999: Books And Supplies	LCFF - Supplemental	1,716.00
			Materials & Supplies (paper, copier/printer supplies, Library supplies, academic awards, career fair & senior awards night, ELAC supplies, scantron forms, pre ACT & pre PSAT tests, P.E. locker locks & supplies for all classrooms.	4000-4999: Books And Supplies	LCFF - Supplemental	53,948.00
			Books & Other Reference Mtls (Library)	4000-4999: Books And Supplies	Title I Part A: Allocation	4,639.00
			Materials & Supplies (paper, academic awards, career fair & senior awards night, ELAC supplies, scantron forms, pre ACT & pre PSAT tests, & supplies for all classrooms.	4000-4999: Books And Supplies	Title I Part A: Allocation	82,224.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	07/01/20 - 06/30/21	Administration Outside Services Teaching Staff Counseling	Dues & Memberships (Ag)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	245.00
			Interprogram - Pupil Transp (Ag, ELD, afterschool tutoring, band review, Crocker Museum & college trips)	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	2,360.00
			Professional Srv & Operating Exp (ELD reclassification medallions, ELD, Sp Ed, AVID student planners, CA Academy of Sciences advisor entry fee & FFA attire)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,190.00
			Student Entry Fees (ELD CA Academy of Sciences, CA Yearbook Academy, FFA events)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,489.00
			Interprogram - Pupil Transp (ELD, afterschool tutoring, band review, Crocker Museum & college trips)	5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	5,840.00
			Professional Srv & Operating Exp (ELD reclassification medallions, AVID, ELD, Sp Ed student planners & CA Academy of Sciences advisor entry fees)	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	7,778.00
			Student Entry Fees (ELD CA Academy of Sciences)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	903.00
			Travel & Conference (Counseling)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	986.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	07/01/20 - 06/30/21	Administration Outside Services Teaching Staff Counseling	Other Cert Teacher Extra Pay (Falcon Hour Coordinator - J. Jensen)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,607.00
			Other Cert Extra/OT Site Funds	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
			Falcon Hour stipend & extra/OT	3000-3999: Employee Benefits	LCFF - Supplemental	471.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: School Culture & Communication
LEA GOAL:
Increase parent and student Engagement/Involvement to increase student achievement and feelings of school connectedness.
SCHOOL GOAL #2:
Improve school culture by establishing and communicating a consistent vision for students and staff using School Wide Learner Outcomes (SLO's)
Issue Statement:
In the spring of 2016, the Western Association of Schools and Colleges (WASC) visiting team recommended that administration and staff focus on the implementation of SLO's to address school vision and culture. Our 2019 Mid Cycle Review validated our efforts with zero recommendations and 10 commendations. Just encouragement to keep going in the same direction.
Goal Objective
<p>During the 2020-2021 school year, the RVHS staff will:</p> <ul style="list-style-type: none"> • Embed SLO's into lesson plans • Use WICOR strategies school wide • Actively incorporate/use PBIS strategies school wide (PRIDE) • Articulate communication structures for students/staff/parents • Continue with College/School spirit days • Provide staff and student recognition systems • Increase administrative support in classrooms for students and staff • Facilitate staff and admin lead professional development • Increase canine presence/increase drug education <p>***The COVID 19 Pandemic has caused major changes in our implementation of this goal. Our whole staff, all students and School Site Council have shifted our focus to best implement strategies to achieve these goals while using the Distance Learning Model. Most of our PD, staff collaboration, Leadership Team Meetings and Staff Meetings have been centered on best practices for this new way of teaching and learning. Instructional strategies and best practices to encourage student engagement have been our focus. While this process of Distance Learning has been terribly hard on students, families and staff...we understand that many of these new ways of using technology will positively transfer to in person learning. Our staff is excited to experience this and have these forward thinking conversations in preparation for the 21-22 school year.***</p>
Student Groups Participating in this Goal
All Students

Performance Gains Expected For These Student Groups

- Increased percent of students who meet A-G requirements
- Increased percent of students who graduate
- Increased participation in Career Pathways

Means of Evaluating Progress Toward this Goal

- Walkthrough Data
- Collaboration with Admin
- Benchmark Exams
- Staff Meeting Professional Development

Group Data Needed to Measure Academic Gains

- Core content benchmark exams (Formative)
- A-G quarterly markers
- End of year CAASP (Summative)
- Graduation Rate
- A-G Rate
- Decreasing D/F rate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Strategies:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	07/01/20 - 06/30/21	Teaching Staff Counseling Staff Administration	Teachers' Subs-Other/Schl Bus (CADA)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000.00
			Teachers' Subs-Other/Schl Bus (Link Crew & PBIS)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
			Employee Benefits (CADA)	3000-3999: Employee Benefits	LCFF - Supplemental	1,364.00
			Employee Benefits (Link Crew & PBIS)	3000-3999: Employee Benefits	LCFF - Supplemental	248.00
			Other Cert Teacher Extra Pay (PBIS Coordinator)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,500.00
			Employee Benefits (PBIS Coordinator)	3000-3999: Employee Benefits	LCFF - Supplemental	302.00
			Cert Pupil Support-Xtra/Temp	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	250.00
			Cert Pupil Support-Xtra/Temp	3000-3999: Employee Benefits	LCFF - Supplemental	57.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
-	07/01/20 - 06/30/21	Teaching Staff Counseling Staff Administration	Materials & Supplies (Admin)	4000-4999: Books And Supplies	LCFF - Supplemental	9,400.00
			Materials & Supplies (Operations)	4000-4999: Books And Supplies	LCFF - Supplemental	3,000.00
			Materials & Supplies (Arts Festival school events, credit recovery class & Link Crew	4000-4999: Books And Supplies	LCFF - Supplemental	10,940.00
			Materials & Supplies (Graduation)	4000-4999: Books And Supplies	LCFF - Supplemental	1,950.00
			Materials & Supplies (Counseling)	4000-4999: Books And Supplies	LCFF - Supplemental	1,581.00
			Materials & Supplies (Attendance)	4000-4999: Books And Supplies	LCFF - Supplemental	125.00
			Materials & Supplies (Health Office)	4000-4999: Books And Supplies	LCFF - Supplemental	1,858.00
			Travel & Conference (Counseling)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	365.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
-	07/01/20 - 06/30/21	Teaching Staff Counseling Staff Administration	Travel & Conference (Link Crew Training)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,485.00
			Interprogram - Pupil (Link Crew)	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	1,000.00
			Interfund Catering (AVID)	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	1,000.00
			Professional Srv & Operating Exp (Turnitin license, PRIDE speaker/workshop, intervention program, 5 Star subscription, bathroom passes, Math site license, canines, PBIS rewards service, PRIDE t-shirts & Link Crew t-shirts	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	33,079.00
			Student Entry Fees (Link Crew)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	900.00
			Travel & Conference (Aeries Training)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00
			Equipment/Materials Lease/Rentl	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	66.00
			Equipment/Materials Lease/Rentl (Graduation)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	650.00
			Interprogram - Pupil (Career Fair)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	350.00
			Professional Srv & Operating Exp (Operations)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	700.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	07/01/20 - 06/30/21	Teaching Staff Counseling Staff Administration	Professional Srv & Operating Exp (Slide-in for record board)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	36.00
			Professional Srv & Operating Exp (Graduation)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	11,318.00
			Professional Srv & Operating Exp (Counseling)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	434.00
			Professional Srv & Operating Exp (Attendance)	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3,500.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Technological & Instructional Professional Development
LEA GOAL:
To provide safe, modernized facilities, and student centered support systems that promote the physical and cognitive development of all students through implementation of basic services, CA State Standards, and access to broad study of courses.
SCHOOL GOAL #3:
Increase the availability and use of current technologies while concurrently learning research based instructional strategies associated with the new technology. ***The COVID 19 Pandemic has caused major changes in our implementation of this goal. Our whole staff, all students and School Site Council have shifted our focus to best implement strategies to achieve these goals while using the Distance Learning Model. Most of our PD, staff collaboration, Leadership Team Meetings and Staff Meetings have been centered on best practices for this new way of teaching and learning. Instructional strategies and best practices to encourage student engagement have been our focus. While this process of Distance Learning has been terribly hard on students, families and staff...we understand that many of these new ways of using technology will positively transfer to in person learning. Our staff is excited to experience this and have these forward thinking conversations in preparation for the 21-22 school year.***
Issue Statement:
In 2016, the Western Association of Schools and Colleges (WASC) visiting team recommended the need for improved technology for students and staff. Our 2019 Mid Cycle Review validated our efforts with zero recommendations. Just encouragement to keep going in the same direction.
Goal Objective
To provide current technology for students and staff. In addition, to provide the necessary professional development to make the new technologies meaningful to the learning process.
Student Groups Participating in this Goal
ALL students and Certificated Staff
Performance Gains Expected For These Student Groups
<ul style="list-style-type: none">• Increased access to current technologies• Increased awareness and use of current instructional strategies as they relate to current technology
Means of Evaluating Progress Toward this Goal
Staff survey at the beginning and end of year. Focus will be increased access and increased knowledge for application.

Group Data Needed to Measure Academic Gains

Increased use of current technology is a priority for our students as we prepare them for College and Career Readiness. We anticipate this goal having a positive impact on the following markers:

- Core content benchmark exams (Formative)
- A-G quarterly markers
- End of year CAASP (Summative)
- Graduation Rate
- A-G Rate
- Decreasing D/F rate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Strategies:						
	07/01/20 - 06/30/21	Teaching Staff Counseling Staff Administration	Teachers' Sub-Other/Schl Bus (Ag, ELD & AVID)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,000.00
			Teachers' Extra/OT (AVID Summer Institute & AP Training)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,000.00
			Employee Benefits (Teachers' Sub-Other/Schl Bus & Extra/OT)	3000-3999: Employee Benefits	LCFF - Supplemental	6,818.00
			Teachers' Extra/OT - Other	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,000.00
			Employee Benefits (Teachers' Extra/OT - Other)	3000-3999: Employee Benefits	LCFF - Supplemental	892.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	07/01/20 - 06/30/21	Teaching Staff Counseling Staff Administration	Equipment Non Capitalize (Art equipment & band equipment)	4000-4999: Books And Supplies	LCFF - Supplemental	4,469.00
			Equipment Non Capitalize (hydration stations and Admin camera)	4000-4999: Books And Supplies	LCFF - Supplemental	3,827.00
			Equipment Non Capitalize (Art & band equipment)	4000-4999: Books And Supplies	Title I Part A: Allocation	12,084.00
	07/01/20 - 06/30/21	Teaching Staff Counseling Staff Administration	Travel & Conference (AVID Summer Institute, AP Training, CABE, AVID Professional Learning, CAHPERD conference, CA Yearbook Academy, Social Science Framework conference & UC High School Counselor conference)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	9,020.00
			Travel & Conference (Ag/FFA)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,743.00
			Repairs/Maint Outside Vendors (music instrument repairs & science microscope repairs)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,302.00
			Travel & Conference (AVID Summer Institute, AP Training, CABE, AVID Professional Learning, CAPHERD conference, CA Yearbook Academy, Social Science Framework conference & UC High School conference)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	24,388.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	07/01/20 - 06/30/21	Teaching Staff Counseling Staff Administration	Supplfd, Bldg/Imp, FAC Acq (gym A/V project)	6000-6999: Capital Outlay	LCFF - Supplemental	53,852.00

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Issue Statement:
Goal Objective
Student Groups Participating in this Goal
Performance Gains Expected For These Student Groups
Means of Evaluating Progress Toward this Goal
Group Data Needed to Measure Academic Gains

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Strategies:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	7/1/2017 - 6/30/2018	ASB Director Administration Link Crew Staff Student Link Crew Leaders Library Staff				
	7/1/2017 - 6/30/2018	ASB Director Administration Link Crew Staff Student Link Crew Leaders Library Staff				
	7/1/2017 - 6/30/2018	ASB Director Administration Link Crew Staff Student Link Crew Leaders Library Staff				

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Issue Statement:
Goal Objective
Student Groups Participating in this Goal
Performance Gains Expected For These Student Groups
Means of Evaluating Progress Toward this Goal
Group Data Needed to Measure Academic Gains

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Strategies:					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	7/1/2017 - 6/30/2018	Administration Content Area Leaders Teaching Staff Outside Advisors				
	7/1/2017 - 6/30/2018	Administration Content Area Leaders Teaching Staff Outside Advisors				
	7/1/2017 - 6/30/2018	Administration Content Area Leaders Teaching Staff Outside Advisors				
	7/1/2017 - 6/30/2018	Administration Content Area Leaders Teaching Staff Outside Advisors				

Planned Improvements in Student Performance

School Goal #6

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Issue Statement:
Goal Objective
Student Groups Participating in this Goal
Performance Gains Expected For These Student Groups
Means of Evaluating Progress Toward this Goal
Group Data Needed to Measure Academic Gains

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Strategies:					

Planned Improvements in Student Performance

School Goal #7

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
Issue Statement:
Goal Objective
Student Groups Participating in this Goal
Performance Gains Expected For These Student Groups
Means of Evaluating Progress Toward this Goal
Group Data Needed to Measure Academic Gains

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Strategies:						

Planned Improvements in Student Performance

School Goal #8

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Issue Statement:
Goal Objective
Student Groups Participating in this Goal
Performance Gains Expected For These Student Groups
Means of Evaluating Progress Toward this Goal
Group Data Needed to Measure Academic Gains

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Strategies:					

Planned Improvements in Student Performance

School Goal #9

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

SUBJECT:
LEA GOAL:
SCHOOL GOAL #9:
Issue Statement:
Goal Objective
Student Groups Participating in this Goal
Performance Gains Expected For These Student Groups
Means of Evaluating Progress Toward this Goal
Group Data Needed to Measure Academic Gains

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Strategies:					

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	311,539.00
Title I Part A: Allocation	200,605.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	59,857.00
2000-2999: Classified Personnel Salaries	60,559.00
3000-3999: Employee Benefits	24,988.00
4000-4999: Books And Supplies	191,761.00
5000-5999: Services And Other Operating Expenditures	52,892.00
5700-5799: Transfers Of Direct Costs	10,200.00
5800: Professional/Consulting Services And Operating	58,035.00
6000-6999: Capital Outlay	53,852.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	44,857.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	24,023.00
3000-3999: Employee Benefits	LCFF - Supplemental	14,761.00
4000-4999: Books And Supplies	LCFF - Supplemental	92,814.00
5000-5999: Services And Other Operating	LCFF - Supplemental	26,615.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	4,360.00
5800: Professional/Consulting Services And	LCFF - Supplemental	50,257.00
6000-6999: Capital Outlay	LCFF - Supplemental	53,852.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	15,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	36,536.00
3000-3999: Employee Benefits	Title I Part A: Allocation	10,227.00
4000-4999: Books And Supplies	Title I Part A: Allocation	98,947.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	26,277.00
5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	5,840.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	7,778.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	256,291.00
Goal 2	101,458.00
Goal 3	154,395.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Phil McCaulley		X			
Pablo Fischetti		X			
Katie Guglielmi		X			
Stacy Clement			X		
Derial McCaw			X		
Esperanza Arellano				X	
Katie Blair				X	
Gwyn Baker				X	
Andrew Blair					X
Student TBD					
Student TBD					
Lee McPeak	X				
Numbers of members of each category:	1	3	2	3	1

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 2/25/2021.

Attested:

Lee McPeak

Typed Name of School Principal

Signature of School Principal

Date

Katie Blair

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date