School Year: **2018-19**

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	River Bluff Elementary School
Address	6150 W. Palo Alto Fresno, CA 93722
County-District-School (CDS) Code	10-73965-6120521
Principal	Michelle Bergmann
District Name	Central Unified School District
SPSA Revision Date	September 14, 2017
Schoolsite Council (SSC) Approval Date	October 2, 2018
Local Board Approval Date	December 11, 2108

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

Our goal at River Bluff is to provide enriching, engaging, and challenging curriculum that will prepare students for success while at River Bluff and for the years that follow. We believe that students, parents, and teachers play a vital role in helping students reach their greatest potential. Our mission is to provide a strong educational foundation for all children by focusing on being effective learners in effective classrooms. We do this by providing challenging experiences in a safe, flexible, positive environment. Our school has a highly qualified teaching staff that believes strongly in the power of professional learning communities and professional growth to promote student achievement.

School Profile

River Bluff (RB) Elementary School is located east of Highway 99 in Northwest Fresno.Prior to surrounding land being developed, the location of our school was on the bluffs of the San Joaquin River. Built in 2002, River Bluff currently educates approximately 815 students in grades Transitional Kindergarten through sixth grade. Of the 815 students, 45% qualified for free/reduced lunch. River Bluff has 28 general education classrooms, and 3 special academic instructors. Staffing includes 33 classroom teachers, 8 instructional aides, an attendance clerk, a principal's secretary, a school psychologist, one behavior intervention specialist, one RN and one LVN, three full-time custodians (1 day and two at night), a technology aide, a part time Punjabi community liaison, an instructional support coach, a Guidance Instructional Advisor, and a principal.

Progress Monitoring:
Student progress is monitored in both ELA and mathematics throughout the year using a variety of assessments. Frequent assessments provide data for staff in a timely manner to make effective educational decisions in attaining our goals outlined within the school's Single Plan for Student Achievement (SPSA). Teachers use Illuminate to analyze student data from state testing once per year in the beginning of the school year, and thereafter continuing the use of this program to sort and dis-aggregate district benchmark and unit assessments for progress monitoring. For kindergarten through second grades, students are given the Fountas and Pinnell (F&P) Assessment for fluency and comprehension. Progress monitoring occurs every quarter to show progress and to determine intervention needs. In addition, the Renaissance Learning Program-Accelerated Reader (STAR Diagnostic), is used s another tool to monitor student sin grades one through six. The AR STAR is administered four times a year to check for student growth in reading fluency and comprehension giving a grade level equivalency.

Students who are identified as needing intensive levels of support, will have additional instruction delivered during intervention time either in a push-in or small group instruction supported with the teacher and a non-credentialed reading intervention specialist.

School-wide programs: The English Language Development (ELD) program uses the Wonders curriculum. This curriculum contains a variety of English Learner levels. Teachers will provide daily designated ELD instruction in each classroom based on the student's developmental need, in addition to being provided with integrated ELD in all content areas throughout the day. The yearly English Language Proficiency Assessments for California (ELPAC) test is administered to students who are enrolled in a California school for the first time. Students who have recently been redesignated are also progress monitored with district benchmarks, state testing, reading assessments, and classroom grades.

We proactively monitor and identify needs with the help of our Response to Intervention plan at River Bluff. At-risk documentation forms, Student Success Teams, and 504s will be implented and monitored as needed for progress throughout the year. All of our programs and interventions are listed on our RTI model with three tiers of academic interventions. Other school wide programs such as Character Counts are used to build character, teach bully-proofing skills and learn appropriate social skills.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, and other stakeholders including those representing all students is critical to process of writing a School Plan for Student Achievement (SPSA). Central USD and River Bluff continue to focus on increasing parent involvement in the input process. River Bluff reaches out to stakeholders by utilizing the Blackboard Connect, teacher news letters, the school's weekly update, website, marquee, Punjabi parent liaison, PTA, student council, English Language Advisory Committee, school site council, Local Control Accountability Plan parent and student input, annual parent surveys.   Meeting evaluation forms and parent input forms are made available and completed by parent advisory committee members during school site council and English language advisory committee meetings. Stakeholders were informed of the input process for SPSA by site administration on October 2, 2018.

Childcare and interpretation was provided as requested by stakeholders in Spanish, and Punjabi. The SPSA includes, as a result of the stakeholder input sessions, the following: School Site Council (SSC) reached a consensus and rationale about why it is the decision of the entire committee to change from Target Assisted School to School wide.This allows all students at River bluff to benefit instead of a specific number of students who met that specific criteria. Overall trends in stakeholder feedback included: Recommended continuing teacher education classes/refresher courses for experienced teachers. The recommendation ensures teachers are learning current and effective strategies to grow our English Learners increased teacher training for English learners, increased the number of parenting classes, increasing attendance. SSC and leadership teams support the idea/plan to have reading intervention for students in grades 3-6 as a pull out intervention based on progress monitoring evidence and assessment data, showing reading improvement. SSC also support the idea of having a reading intervention support push into grades 1-2 beginning in the 18-19 school year. SSC was pleased to learn that teachers meet twice a week to collaborate on their data driven instruction River Bluff.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Student**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
American Indian	0.9%	0.6%	0.75%	8	5	6
African American	9.8%	10.2%	9.39%	91	83	75
Asian	9.9%	11.8%	13.39%	92	96	107
Filipino	0.7%	0.9%	1.00%	6	7	8
Hispanic/Latino	43.9%	44.2%	46.43%	407	361	371
Pacific Islander	0.0%	0.2%	0.25%	0	2	2
White	32.4%	29.9%	26.41%	300	244	211
Multiple/No Response	2.4%	0.0%	0%	22	0	0
			Total Enrollment	927	817	799

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	2015-16	**2016-17**	**2017-18**
Kindergarten		122	134
Grade 1		105	103
Grade 2		111	100
Grade3		106	108
Grade 4		134	105
Grade 5		110	135
Grade 6		129	114
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		817	799

Conclusions based on this data:

1. An analysis of this data reveals the number of transitional kindergartners and kindergartners enrolled continues to grow.

2. Based on an analysis of this data fifth grade has the highest enrollment by one student over kindergarten.

3. An analysis of this data reveals that the number of students enrolled in third grades remains steady.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	74	65		8.0%	8.0%	
Fluent English Proficient	41	68		4.4%	8.3%	
Reclassified Fluent English Proficient		31		0.0%	41.9%	

Conclusions based on this data:

1. Based on an analysis of the data, the percentage of students fluent English proficient has nearly doubled.

2. Based on the analysis of the data, the percentage of English Learners is the same at 8%.

3. Based on the analysis of the data, the number of English Learners decreased by 9 students in the 2016-2017 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	144	109	106	139	107	106	139	106	106	96.5	98.2	100
Grade 4	126	130	99	121	129	99	121	129	99	96	99.2	100
Grade 5	137	106	135	136	104	135	136	104	135	99.3	98.1	100
Grade 6	136	129	116	134	129	115	134	124	115	98.5	100	99.1
All Grades	543	474	456	530	469	455	530	463	455	97.6	98.9	99.8

Overall Participation for All Students

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2432.	2418.	2452.	28	22.64	38.68	26	23.58	24.53	21	22.64	19.81	25	31.13	16.98
Grade 4	2461.	2493.	2471.	21	34.11	29.29	19	27.91	23.23	31	16.28	21.21	28	21.71	26.26
Grade 5	2496.	2496.	2509.	19	21.15	22.22	29	27.88	35.56	20	22.12	14.07	32	28.85	28.15
Grade 6	2539.	2574.	2572.	19	30.65	28.70	38	41.13	43.48	25	20.16	20.00	17	8.06	7.83
All Grades	N/A	N/A	N/A	22	27.65	29.23	28	30.45	32.31	24	20.09	18.46	26	21.81	20.00

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	30.19	35.85	44	34.91	48.11	32	34.91	16.04
Grade 4	18	25.58	30.30	49	54.26	43.43	33	20.16	26.26
Grade 5	23	24.04	22.96	42	43.27	48.89	35	32.69	28.15
Grade 6	19	28.93	27.83	48	54.55	49.57	34	16.53	22.61
All Grades	21	27.17	28.79	45	47.39	47.69	34	25.43	23.52

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	26.42	28.30	50	45.28	48.11	25	28.30	23.58
Grade 4	17	34.88	25.25	56	48.84	49.49	26	16.28	25.25
Grade 5	26	26.92	34.07	38	47.12	42.96	36	25.96	22.96
Grade 6	27	54.55	46.09	54	38.84	43.48	19	6.61	10.43
All Grades	24	36.30	33.85	49	45.00	45.71	27	18.70	20.44

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	21	17.92	31.13	66	64.15	53.77	13	17.92	15.09
Grade 4	13	24.03	17.17	72	62.02	65.66	15	13.95	17.17
Grade 5	20	18.27	22.22	61	68.27	53.33	19	13.46	24.44
Grade 6	19	24.79	21.74	72	69.42	70.43	9	5.79	7.83
All Grades	18	21.52	23.08	68	65.87	60.44	14	12.61	16.48

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	27	22.64	35.85	50	46.23	46.23	22	31.13	17.92
Grade 4	25	34.88	26.26	50	48.84	48.48	25	16.28	25.25
Grade 5	33	26.92	39.26	50	43.27	40.00	17	29.81	20.74
Grade 6	40	52.07	53.04	49	42.15	39.13	11	5.79	7.83
All Grades	32	34.78	39.12	50	45.22	43.08	19	20.00	17.80

Conclusions based on this data:

1. An analysis of initial ELA data reveals that 59% of students assessed met or exceeded standards.

2. An analysis of initial ELA data reveals that 59% of Hispanic student group met or exceeded standards.

3. An analysis of initial ELA data reveals that 70% of RFEP student subgroup met or exceeded standards.

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 Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	144	109	106	140	108	106	140	108	106	97.2	99.1	100
Grade 4	126	130	99	123	130	98	123	130	98	97.6	100	99
Grade 5	137	106	135	136	104	135	136	104	134	99.3	98.1	100
Grade 6	136	129	116	135	129	115	134	129	115	99.3	100	99.1
All Grades	543	474	456	534	471	454	533	471	453	98.3	99.4	99.6

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2454.	2447.	2467.	26	26.85	28.30	39	31.48	44.34	23	21.30	16.04	12	20.37	11.32
Grade 4	2473.	2498.	2486.	11	24.62	26.53	39	33.85	23.47	37	30.00	27.55	14	11.54	22.45
Grade 5	2504.	2491.	2512.	20	13.46	27.61	24	19.23	15.67	26	29.81	26.12	29	37.50	30.60
Grade 6	2531.	2566.	2545.	16	31.78	25.22	33	23.26	25.22	24	29.46	32.17	27	15.50	17.39
All Grades	N/A	N/A	N/A	19	24.63	26.93	34	27.18	26.49	27	27.81	25.61	21	20.38	20.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	45.37	54.72	36	31.48	33.02	19	23.15	12.26
Grade 4	23	39.23	36.73	49	36.15	31.63	28	24.62	31.63
Grade 5	30	24.04	33.58	33	25.96	24.63	37	50.00	41.79
Grade 6	28	40.31	33.04	37	36.43	40.87	36	23.26	26.09
All Grades	32	37.58	39.07	38	32.91	32.23	30	29.51	28.70

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	26.85	34.91	52	50.93	50.94	18	22.22	14.15
Grade 4	15	26.15	28.57	58	50.77	46.94	27	23.08	24.49
Grade 5	17	17.31	27.61	47	41.35	41.04	36	41.35	31.34
Grade 6	19	33.33	23.48	52	49.61	49.57	28	17.05	26.96
All Grades	21	26.33	28.48	52	48.41	46.80	27	25.27	24.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	36	35.19	44.34	53	41.67	42.45	11	23.15	13.21
Grade 4	15	39.23	31.63	61	40.00	38.78	24	20.77	29.59
Grade 5	21	13.46	23.88	46	58.65	38.81	33	27.88	37.31
Grade 6	24	31.78	33.91	57	48.84	41.74	19	19.38	24.35
All Grades	24	30.57	32.89	54	46.92	40.40	22	22.51	26.71

Conclusions based on this data:

1. An analysis of initial Math data reveals that 50% of Hispanic student group met or exceeded standards.

2. An analysis of initial Math data reveals that 60% of REP student group met or exceeded standards.

3. An analysis of initial Math data reveals that 55% of students assessed met or exceeded standards.

School and Student Performance Data

Equity Report

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

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	(orange)	7	6
English Learner Progress (1-12)	(green)	1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)	(green)	6	1
Mathematics (3-8)	(green)	6	0

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

Performance Levels: (red) Red (Lowest Performance) (orange) Orange (yellow) Yellow (green) Green (blue) Blue (Highest Performance)

Conclusions based on this data:

1. An analysis of this data reveals that the suspension rate has improved to an orange performance level from the lowest performance level of red.

2. An analysis of this data reveals that the state indicator of mathematics for students in grades 3-8 demonstrates a positive performance at the green level.

3. An analysis of this data reveals that of the 7 total student groups in the suspension rate, 6 of the groups are in red/orange.

School and Student Performance Data

Status and Change Report
Suspension Rate

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

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Suspension Rate		865	Medium 2.1%	Increased +1.3%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		865	Medium 2.1%	Increased +1.3%
English Learners		79	Medium 1.3%	Increased +1.3%
Foster Youth		9	*	*
Socioeconomically Disadvantaged		299	Medium 3%	Increased +1.7%
Students with Disabilities		56	Very High 10.7%	Increased Significantly +7.2%
African American		87	High 5.8%	Increased Significantly +2.9%
American Indian		5	*	*
Asian		102	Low 1%	Increased +1%
Filipino		7	*	*
Hispanic		379	Medium 2.1%	Increased +1%
Pacific Islander		2	*	*
Two or More Races		20	High 5%	Increased Significantly +5%
White		262	Medium 1.2%	Increased +1.2%

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

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

Conclusions based on this data:

1. An analysis of this data reveals that there was a significant increase in suspensions in the students with disabilities student group.

2. An analysis of this data reveals that there was a significant increase in suspensions in the African American student group.

3. An analysis of this data reveals that all student groups had an increase in suspensions.

School and Student Performance Data

Status and Change Report
English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		69	High 84.1%	Increased +5.5%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 1.3%	Increased +1.3%
English Learner Progress (1-12)		High 84.1%	Increased +5.5%
College/Career (9-12)	N/A		N/A
English Language Arts (3-8)		Low 21.2 points below level 3	Maintained -1.4 points
Mathematics (3-8)		Medium 14.2 points below level 3	Maintained +1.6 points

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

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

Conclusions based on this data:

1. An analysis of this data reveals English Learner progress in English Proficiency has increased 5.5%.

2. An analysis of this data reveals English Learners are maintaining low performance in ELA on SBAC.

3. An Analysis of this data reveals English Learners suspension rate has increased.

School and Student Performance Data

Status and Change Report
English Language Arts (ELA)

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

Fall 2017 English Language Arts Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Language Arts (3-8)	🟢	453	Medium 8.9 points above level 3	Increased +9.5 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students	🟢	453	Medium 8.9 points above level 3	Increased +9.5 points
English Learners	🟠	59	Low 21.2 points below level 3	Maintained -1.4 points
Foster Youth		2	*	*
Socioeconomically Disadvantaged	🟡	125	Low 8 points below level 3	Increased Significantly +25.3 points
Students with Disabilities		32	Very Low 76.8 points below level 3	Increased Significantly +23.1 points
African American	🟢	43	Medium 5.3 points above level 3	Increased +11.5 points
American Indian		3	*	*
Asian	🟢	52	High 23.8 points above level 3	Increased +9.7 points
Filipino		1	*	*
Hispanic	🟡	195	Low 6.4 points below level 3	Increased Significantly +15.2 points
Pacific Islander		1	*	*
Two or More Races		9	*	*
White	🟢	149	High 23.4 points above level 3	Maintained +2.6 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	**Number of Students**	**Status**	**Change**
EL - Reclassified Only	47	Medium 3.6 points below level 3	Declined Significantly -17.6 points
EL - English Learner Only	12	Very Low 90.2 points below level 3	Declined Significantly -29.5 points
English Only	375	High 11.1 points above level 3	Increased +11.1 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**
English Language Arts (3-8)	6			

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

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. An analysis of this data reflects that reclassified EL students performance as measured by SBAC in ELA declined significantly.

2. An analysis of this data reflects that EL, English Learners, performance as measured by SBAC in ELA declined significantly.

3. An analysis of this data reflects students in the socioeconomically disadvantaged student group significantly increased their performance as measured by SBAC in the ELA assessment.

School and Student Performance Data

Status and Change Report
Mathematics (Math)

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

Fall 2017 Mathematics Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Mathematics (3-8)	🟢	453	High 2.5 points above level 3	Increased +9.6 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students	🟢	453	High 2.5 points above level 3	Increased +9.6 points
English Learners	🟡	59	Medium 14.2 points below level 3	Maintained +1.6 points
Foster Youth		2	*	*
Socioeconomically Disadvantaged	🟢	125	Medium 19.1 points below level 3	Increased +13.2 points
Students with Disabilities		32	Low 85.4 points below level 3	Increased +9.4 points
African American	🟢	43	Medium 8.2 points below level 3	Increased Significantly +18.1 points
American Indian		3	*	*
Asian	🟢	52	High 15.4 points above level 3	Increased +10 points
Filipino		1	*	*
Hispanic	🟢	195	Medium 14.5 points below level 3	Increased +10.4 points
Pacific Islander		1	*	*
Two or More Races		9	*	*
White	🟢	149	High 23 points above level 3	Increased +5.9 points

Additional Math Assessment Data for English Learners
The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	47	Medium 10.3 points below level 3	Declined Significantly -15.6 points
EL - English Learner Only	12	Low 29.4 points below level 3	Increased +9.9 points
English Only	375	High 3 points above level 3	Increased +9.9 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	6			

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

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

Conclusions based on this data:

1. An analysis of this data reveals African-American student group increased significantly in Math as measured by the SBAC by 18.1 points.

2. An analysis of this data reveals that none of the student groups decreased in Math as measured by the SBAC.

3. An analysis of this data reveals socioecononically disadvantaged increased in Math as measured by the SBAC by 13.2 points.

School and Student Performance Data

Detailed Report
Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	**Prepared**	**Approaching Prepared**	**Not Prepared**

Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	**2016**	**2017**

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	**2016**	**2017**

English Language Arts

Mathematics

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

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

Conclusions based on this data:

1. Based on an analysis of the data, the percent of English Learners who make progress towards English proficiency increased by more than 5%.

2. Based on an analysis of the data, the academic indicator for ELA increased by more than 8 points.

3. Based on an analysis of the data, the academic indicator for Math decreased by more than 4 points.

School and Student Performance Data

Detailed Report
School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	()	()

Conclusions based on this data:

1. Based on the data, the suspension percentage more than doubled in 2017 compared to 2016.

2. Based on the data, the suspension percentage in 2016 was less than 1%.

3. Based on the data, the suspension percentage in 2017 was less than 3%.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
Student Group Performance for State Indicator							
All Students		Orange	Green		Green	Green	
English Learners		Orange			Orange	Yellow	
Foster Youth							
Homeless							
Socioeconomically Disadvantaged		Orange			Yellow	Green	
Students with Disabilities		Red					
African American		Red			Green	Green	
American Indian							
Asian		Yellow			Green	Green	
Filipino							
Hispanic		Orange			Yellow	Green	
Pacific Islander							
Two or More Races							
White		Orange			Green	Green	

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

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

Conclusions based on this data:

1. An analysis of the data reveals the suspension rate is too low and needs to improve.

2. An analysis of the data reveals that ELA and Math are areas of positivity for the African American student group.

3. An analysis of the data reveals that English Learners are struggling in the academic areas of ELA and Math.

Goals, Strategies, & Proposed Expenditures

Goal 1

Every student meets or exceeds grade level core standards and is prepared for college, career, and community

Basis for this Goal

- Central USD's overall scores for our students in grades 3-8 and 11 indicate that 39% of students are meeting or exceeding standard in ELA and 26% are meeting or exceeding standards in Mathematics. At River Bluff 62% of students in grades 3-6 are meeting or exceeding standards in ELA, and 53% of students in grades 3-6 are meeting or exceeding standards in Math.
- Early literacy results for first grade students based on Fountas and Pinnell Benchmark Assessment System indicate that from March 2016 to March 2107 there is no measurable improvement (63% meeting or exceeding F & P standards.) River Bluff had a 3% growth from March 2016 to March 2017. River Bluff's overall early literacy results are 69.3% for TK-2 grades. (K- 75.6%,1- 71.7% ,2- 72.9%)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC English Language Arts (ELA) Distance From Met (DFM) Spring 2018 SBAC Math DFM Spring 2018 Fountas and Pinnell (F & P) "On Track" Spring 2018	ELA, DFM - 8.9 Math, DFM - 2.5 F & P "On Track"% K- 75.6% 1 - 71.7% 2 - 72.9%	By June of 2019: The number of students scoring, meets and exceeds standards will increase by 7 points as measured by SBAC ELA assessments (DFM -15.9) The number of students scoring, meets and exceeds standards will increase by 10 points as measured by SBAC ELA assessments (DFM - 12.5) The percent of student in grades K-2 who Meet or Exceed in reading expectation from Fountas & Pinnell will increase to 70% K - Continue 1 - Continue 2 - Continue

Planned Strategies/Activities

Strategy/Activity 1

Provide professional development in the areas of ELA for administration and teachers, trainers from both outside and inside of district, conferences, release time for peer observations, and data teams/PLCs/planning days that will support building adult capacity when working with at risk students.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Administration,ISC, teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for teachers to attend professional development opportunities (conferences, peer observations, coaching days, planning days, and data analysis days) on a variety of topics in ELA.

Amount	2,000.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development opportunities for administration and teacher to increase adult capacity in ELA with engagement, delivery strategies, and writing

Amount	600.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Books and materials to support adult learning in ELA

Strategy/Activity 2

Technology to assist with instruction, progress monitoring and assessment to enhance student learning by providing equal access with presentations, research, and engagement opportunities in ELA

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Administration, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,950.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Brain Pop for students in grades K-6

Strategy/Activity 3

Provide instructional materials as needed to support small group instruction and concept attainment. Materials to include, but not limited to: fictional and expository leveled readers, library books, teacher resources. Continue to increase the availability of books in the library and classrooms by adding new titles for all levels of readers.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Administration, teachers and school librarian

Proposed Expenditures for this Strategy/Activity

Amount	20,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Continue to increase the availability of books in the school library by replacing, updating texts, and guided reading texts

Amount	1592.60
Source	LCFF-SLIP
Budget Reference	4000-4999: Books And Supplies
Description	Increase in school library books

Amount	2100.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Increase in school library books Junior Guild

Amount	6719.39
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support classroom learning in grades TK-6

Strategy/Activity 4

River Bluff will hire two reading intervention teachers to provide (Tier 2 and Tier 3) small group support intervention with students in grades 1-6. Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support). Provide instructional materials as needed to support small group instruction and concept attainment. Provide small group opportunities for intervention, extended learning opportunities. Allocation of materials/resources, technology, PD support, and system supports for staff to meet needs of students.

Students to be Served by this Strategy/Activity

At risk, foster, students of poverty

Timeline

2018-2019 school year

Person(s) Responsible

Reading Intervention teachers, administration, Instructional Support Coach (ISC), classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	35,000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reading Intervention teacher to service identified students with alternative supports based on Tier 2 and Tier 3 student needs in grades 1-6.
Amount	27,761.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated staff providing after school tutoring for Tier 2 and Tier 3 students in grades K-6
Amount	2500.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified staff providing after school tutoring for Tier 2 and Tier 3 students in grades K-6
Amount	5500.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes to provide release time for teachers to assess students to identify students, progress monitor, and review data

Strategy/Activity 5

Classified support staff to assist kindergarten students (guided reading, small group instruction) in ELA and Math, and provide teacher support

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Classroom teachers, administration

Proposed Expenditures for this Strategy/Activity

Amount	65,000.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Support staff for push in services in TK and Kindergarten for 3 hours a day

Strategy/Activity 6

Technology to assist with instruction, progress monitoring and assessment to enhance student learning by providing equal access with presentations, research, an engagement opportunities in Math

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Administration, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,400.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ST Math
Amount	600.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	STEM materials to support science, technology and mathematics in the TK classroom

Strategy/Activity 7

Provide professional development in math for administration and teachers, from outside and inside the district, conferences, release time for peer observations, data teams/professional learning communities, and professional books that will support adult learning to build teacher capacity.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

administration, ISC, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	300.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for teachers to attend professional development opportunities in mathematics

Amount	300.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development opportunities for administration and teachers to grow adult capacity in mathematics

Goals, Strategies, & Proposed Expenditures

Goal 2

Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Basis for this Goal

Central USD needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates. 2015-16 district attendance rate is 95.3%, with no significant increase or decrease from the previous year's rate. Chronic absenteeism rate was 13.43% in 2016-17. The suspension rate is 5.6% (2015-16) and expulsion rate is .3% (also 2015-16). River Bluff's current suspension rate is 2.1%, expulsion rate is 0%, attendance rate of 96.05% and a chronic absenteeism rate of 9.5%. In addition, River Bluff received Gold status from Fresno county Superintendent of Schools in PIBS, and the Honor Roll award from Educational Results Partnership of California.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism	2017-18 Data from DataQuest and CA Dashboard Suspension Rate- 2.1% Expulsion Rate- 0% Attendance Rate- 96.05% Chronic Absenteeism-9.4%	By June of 2019: Suspension Rate will decrease by 0.5% (to 1.6%) Expulsion Rate will decrease by 0.1% (Maintain) Attendance Rate will increase to 97% or higher (increase by 0.95%) Chronic Absenteeism will decrease by 1% (to 8.4%)

Planned Strategies/Activities

Strategy/Activity 1

Student leadership to plan character lessons during school activities, provide peer mediation, perform school duties, and community service projects

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Administration, PBIS Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	
	700.00

Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Provide training for peer mediation in collaboration with Fresno State University's Mediator Mentors program

Strategy/Activity 2

Recognition for student achievement wiht rewards and materials given to students

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Administration,classroom teachers, PBIS Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	4500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and rewards to implement, acknowledge, and reward school wide expectations

Strategy/Activity 3

Support teacher professional development and reflection with individual and school wide goal setting and peer observation and coaching to achieve set goals

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	400.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Roving substitute to meet with teachers for goal setting and setting school wide expectations and release time to observe peers in goal areas

Strategy/Activity 4

Provide opportunities for identified students (at risk, foster youth, long term English Learners, students of poverty, and migrant students) to participate in activities to develop the whole student to be prepared for college, career, and community.

Students to be Served by this Strategy/Activity

At risk, foster youth, long term English learners, students of poverty and migrant students-Tier 2 and Tier 3

Timeline

2018-2019 school year

Person(s) Responsible

Administration, classroom teacher, community liaison

Proposed Expenditures for this Strategy/Activity

Amount	8700.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Transportation and/or admission to provide educational experiences for students to provide equity

Strategy/Activity 5

Create learning environments for students in the classroom for small group instruction and collaborative learning

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Administration and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	New or replacement materials for small group instruction

Goals, Strategies, & Proposed Expenditures

Goal 3

Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Basis for this Goal

Central USD and River Bluff Elementary will continue to engage families in educational programs to support student well-being and academic success. Central USD has a full time Parent Involvement Coordinator, Community Liaisons-Bilingual, and Family Outreach Liaisons to assist with this goal.The district and River Bluff Elementary will continue providing quality parent education based on parent interest and need.River Bluff Elementary will encourage parent participation in providing input and being a part of the decision making process. At River Bluff Elementary parent involvement consists of Valley PBS Parenting Classes, Title One parent meeting, school site council, English language advisory committee, and our Punjabi Home School Liaison.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 2) "The school is a safe place where bullying and disrespect are not tolerated"	2017-18 Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 97% 2) "The school is a safe place where bullying and disrespect are not tolerated" 58.7%	By June of 2019 : Number of Parent meetings/trainings/workshops will increase Number of Parents participating in Parent meetings/trainings/workshops will increase % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" will maintain 2) "The school is a safe place where bullying and disrespect are not tolerated" will increase to 63.7%

Planned Strategies/Activities

Strategy/Activity 1

Provide parenting classes to the community: PBS family nights

Students to be Served by this Strategy/Activity

At risk, migrant families, students of poverty, long term English Learners, foster

Timeline

2018-2019 school year

Person(s) Responsible

Administration, community liaison

Proposed Expenditures for this Strategy/Activity

Amount	1668.00
Source	Title I Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Cost of classes and parent workshops

Amount	4000.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Cost of classes and parent workshops

Strategy/Activity 2

Create a bilingual book section in our library with books in Spanish, Arabic, and Punjabi to meet the needs of our families in the community and encourage literacy at home

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Administration, librarian

Proposed Expenditures for this Strategy/Activity

Amount	1500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Bilingual books for community use

Strategy/Activity 3

Lessons, activities, strategies to increase college, career, community preparedness and awareness.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount	2100.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Agendas for students in grades 3-6 to increase college and career awareness

Goals, Strategies, & Proposed Expenditures

Goal 4

Assure 1 year of growth in language acquisition for every EL student.

Basis for this Goal

Not all Central USD English Learners (ELs) are currently making yearly progress in acquiring English proficiency. Data from the CA Dashboard indicates that the district performance indicator for EL Progress is high (green) overall.Of the 22 schools in our district 4 of the schools are either rated in the low (orange) or very low (red) level for EL Progress. One school is rated medium (yellow) and 11 schools are rated high or very high (green or blue.) Schools not represented on the dashboard do not have enough English Learners (ELs) to comprise a cohort for reporting.

There is a need to develop teacher knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners so that we can reduce the creation of long term English learners. Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years). Both rates are below the state and county average, but there is still a need for improvement. At River Bluff, English learners are provided ELD designated or integrated instruction daily. Currently, River Bluff has 4 LTEL students, 12 who are At Risk for LTEL. 17% of ELs met or exceeded ELA standards on SBAC compared to 64% of non-EL students. This indicates an achievement gap for ELs of 47% at River Bluff.

At River Bluff the current English Learner Progress Indicator is at 84.06% with an increase of 7.27%, putting our school site in the high (green) rating overall.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard English Learner Progress Indicator (ELPI)	2017-18 ELPI 84.06%	By June of 2019: ELPI will be no less than 70.9%
CA Dashboard EL SBAC ELA DFM	2017-18 DFM -21.2	By June of 2019: The number of EL students scoring 'meets or exceeds' standard will increase by 7 points as measured by SBAC ELA (DFM -14.2)

Planned Strategies/Activities

Strategy/Activity 1

EL students will take the English Language Proficiency Assessment of California (ELPAC) initial exam in the fall and the ELPAC summative assessment in the spring to establish their level and monitor student growth

Students to be Served by this Strategy/Activity

All English Learner students

Timeline

2018-2019 school year

Person(s) Responsible

Administration, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for teacher release time to administer the ELPAC

Strategy/Activity 2

Recognition for English Learner students exiting the English Learner Program during English Language Advisory Committee meetings

Students to be Served by this Strategy/Activity

Reclassified English Learners

Timeline

2018-2019 school year

Person(s) Responsible

Administration, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	100.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Medals for students exiting the ELD program

Strategy/Activity 3

Provide administration and teachers professional development opportunities to build adult capacity to teacher English Learners, understand the ELD framework and close the achievement gap between our English Only students and our English Learners.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019 school year

Person(s) Responsible

Administration, classroom teachers, Instructional Support Coach

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for teachers to attend trainings, conferences regarding English Language Development
Amount	2000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development opportunities focusing on English Learners

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

By June 2018, the percent of students mastering grade level common core standards in ELA will increase by 6% as measured by SBAC, and Fountas and Pinnell.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
F&P ELA Benchmarks SBAC ELA	All students will demonstrate one year's growth in literacy as measured by F&P, ELA benchmarks, SBAC ELA results, and grade level common assessments.	F&P June of 2018: *Kgn: 74% (82 students) on track, 23% (25 students) stayed off track, 2% (2 students) slipped off track *1st Grade: 69% (73 students) on track, 30% (25 students) stayed off track, 5% (3 students) slipped off track *2nd Grade: 73% (70 students) on track, 27% (26 students) stayed off track, 0 students slipped off track ELA BENCHMARKS: *Kgn.: BM 1- 59% mastered *Kgn.: BM 3- 91% mastered *1st Grade: BM 1-82% mastered, PT XXX% mastered *1st Grade: BM 3-94% mastered *2nd Grade: BM #1-26% mastered, PT XXX% mastered *2nd Grade: BM #3-75% mastered, PT XXX% mastered ELA SBAC: *3rd Grade: 64% met/exceeded standards *4th Grade: 53% met/exceeded standards *5th Grade: 58% met/exceeded standards *6th Grade: 73% met/exceeded standards

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*Employ and utilize classroom supports in the area of reading support, allowing the teacher to provide (Tier 2 and Tier 3) small group support with basic skills so that they can better access core curriculum. *Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support). *Provide instructional materials as needed to support small group instruction and concept attainment: *Provide small group opportunities for intervention, extended learning opportunities. *Allocation of materials/resources, technology, PD support, and system supports for staff to meet needs of students.	*Employed and utilized classroom supports in the area of reading support, allowing the teacher to provide (Tier 2 and Tier 3) small group support with basic skills so that they can better access core curriculum. *Classified support to assist primary students (guided reading, small group instruction in ELA, differentiation, and teacher support). *Provided instructional materials as needed to support small group instruction and concept attainment: *Provided small group opportunities for intervention, extended learning opportunities. *Allocation of materials/resources, technology, PD support, and system supports for staff to meet needs of students.	Kgn aides to assist primary students in small group instruction 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 32063.09 K-2 subs, F&P 34 subs (1 day/2x/year for 5 teachers) (1 day/3x/year for 8 teachers) 1000-1999: Certificated Personnel Salaries LCFF 5500.00	Kgn aides to assist primary students in small group instruction 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 32063.09 K-2 subs, F&P 34 subs (1 day/2x/year for 5 teachers) (1 day/3x/year for 8 teachers) 1000-1999: Certificated Personnel Salaries LCFF 4776.24
Staff development will be implemented through on and off site training by: *Observations of teacher practices of others through release time and coaching *Using data, Professional Learning Communities with a focus on common core standards *Flexible grouping for differentiated instruction opportunities	Staff development implemented through on and off site training by: *Observations of teacher practices of others through release time and coaching *Used data, Professional Learning Communities with a focus on common core standards *Flexible grouping for differentiated instruction opportunities	Professional development opportunities for staff in working with unduplicated student body 1000-1999: Certificated Personnel Salaries LCFF 3000.00 Professional development opportunities for staff in working with at risk students 1000-1999: Certificated Personnel	Professional development opportunities for staff in working with unduplicated student body 1000-1999: Certificated Personnel Salaries LCFF 0.00 Professional development opportunities for staff in working with at risk students 1000-1999: Certificated Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*Instructional Support Coach to support/improve instruction of the curriculum using researched based instructional practices *Analysis of student work samples in ELA to be used for planning instructional opportunities for all students *The creation and utilization of an assessment continuum identifying benchmark, strategic and intensive levels for all grades	*Instructional Support Coach supported/improveed instruction of the curriculum using researched based instructional practices *Analysis of student work samples in ELA to be used for planning instructional opportunities for all students *Created and utilized an assessment continuum identifying benchmark, strategic and intensive levels for all grades	Salaries Title I Part A: Allocation 0.00	Salaries Title I Part A: Allocation 0.00
Provide instructional materials as needed to support small group instruction and concept attainment. *Materials to include, but not limited to: fictional and expository leveled readers, library books, teacher resources.	Provided instructional materials as needed to support small group instruction and concept attainment. *Materials included, but not limited to: fictional and expository leveled readers, library books, teacher resources.	Materials, books, supplies in working with unduplicated student body 4000-4999: Books And Supplies Title I Part A: Allocation 5696.82 Materials, books, supplies in working with at risk students 4000-4999: Books And Supplies LCFF 7800.00	Materials, books, supplies in working with unduplicated student body 4000-4999: Books And Supplies Title I Part A: Allocation 6316.60 Materials, books, supplies in working with at risk students 4000-4999: Books And Supplies LCFF 6106.71
Provide access to technology including tablets, computer programs, and audio visual equipment allowing students alternative methods for student responses, engaging opportunities and motivation, and continued support of instruction.	Provided access to technology including tablets, computer programs, and audio visual equipment allowing students alternative methods for student responses, engaging opportunities and motivation, and continued support of instruction.	Technology for the classrooms-new or replacement in working with unduplicated student body 4000-4999: Books And Supplies LCFF 7000.00 Technology for assessment-keyboards, headphones, tablets, laptops in working with at risk students 4000-4999: Books And Supplies Title I Part A: Allocation 356.34 Library and technology student support 2000-2999: Classified Personnel Salaries LCFF 1000.00	Technology for the classrooms-new or replacement in working with unduplicated student body 4000-4999: Books And Supplies LCFF 5968.69 Technology for assessment-keyboards, headphones, tablets, laptops in working with at risk students 4000-4999: Books And Supplies Title I Part A: Allocation 1263.34 Library and technology student support 2000-2999: Classified Personnel Salaries LCFF 6296.85

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Brain Pop annual license 4000-4999: Books And Supplies Title I Part A: Allocation 1915.00	Brain Pop annual license 4000-4999: Books And Supplies Title I Part A: Allocation 1507.99
Continue to increase the availability of books in the library and classroom by adding new titles for all levels of readers.	Continued to increase the availability of books in the library and classroom by adding new titles for all levels of readers.	Increase in school library books 4000-4999: Books And Supplies LCFF-SLIP 1587.27	Increase in school library books 4000-4999: Books And Supplies LCFF-SLIP 1587.27
		Increase in school library books Junior Guild 4000-4999: Books And Supplies LCFF 2100.00	Increase in school library books Junior Guild 4000-4999: Books And Supplies LCFF-SLIP 2439.80
		Increase School library books 4000-4999: Books And Supplies LCFF 3500.00	Increase School library books 4000-4999: Books And Supplies LCFF-SLIP 3996.60
		Increase classroom libraries 4000-4999: Books And Supplies Title I Part A: Allocation 11000.00	Increase classroom libraries 4000-4999: Books And Supplies Title I Part A: Allocation 10448.48
Provide a credentialed reading intervention support for Tier 2 and Tier 3 students in a pull out style to assist with basic skills to allow increased success of core curriculum.	Provided a credentialed reading intervention support for Tier 2 and Tier 3 students in a pull out style to assist with basic skills to allow increased success of core curriculum.	Reading Intervention teacher for grades 3-6 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 27000.00	Reading Intervention teacher for grades 3-6 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 27540.12
*Materials to include, but not limited to: fictional and expository leveled readers, library books, teacher resources.	*Materials included, but not limited to: fictional and expository leveled readers, library books, teacher resources.	Leveled literacy intervention kit materials to support Tier 3 intervention 4000-4999: Books And Supplies LCFF 1000.00	Leveled literacy intervention kit materials to support Tier 3 intervention 4000-4999: Books And Supplies Title I Part A: Allocation 558.89
Provide extended learning opportunities for at-risk students below grade level support in ELA.	Provided extended learning opportunities for at-risk students below grade level support in ELA.	Certificated teachers on staff at RB providing extended learning opportunities 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 15500.00	Certificated teachers on staff at RB providing extended learning opportunities 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 12142.99

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Classified support for Tutoring 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 2014.00	Classified support for Tutoring 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 2014.00

Analysis

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

Grade level Professional Learning Communities (PLC) will set areas of focus within the standards. A full-time reading intervention teacher was hired at the beginning of the school year focusing on guided reading with intensive, struggling readers in grades 3-6. CCSS common assessments were a focus during grade level PLCs to design, implement, and analyze results for next steps.Instructional Support Coach (ISC) provided professional development on Wonders curriculum including online resources, supplemental materials, and assessments.

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

The reading intervention results reflected student growth in all grade levels served. SSTs were scheduled for students who made no growth.

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

Classified aide was on long term medical leave causing a gap in the actual funding. Certificated teacher was placed on workman's comp. for second half school year. This caused a gap in the actual funding for after school tutoring for the certificated as well as the classified employee assisting that teacher. Estimated materials and supplies for leveled intervention kits was more than the actual cost causing a gap in the actual funding. The actual expenditure for school library books was more than the estimated cost, causing a funding gap. There was a gap in library and technology student support because the actual expenditure was more than the estimated cost to due the size of our school's student body. Professional development opportunities, off campus as well as within the district, were offered, but no teachers were interested in attending based on the topics being offered, therefore, there is a gap between the estimated and actual funding.

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.

Based on analysis and discussion, River Bluff will fund two reading intervention teachers to support students in grades 1-6 to support literacy growth. River Bluff will provide professional development on success criteria and authentic feedback. River Bluff will embed building positive relationships with students to create a sense of community within the classroom and school. Moving into 2018-19, this goal will stay as Goal 1 but will be combined with Mathematics as an overall academic goal to align with Central Unified School District's Local Control Accountability Plan (LCAP). Target Assisted School to School Wide Program transition was discussed with school site council and a consensus was reached to change River Bluff's status to SWP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

By June 2018, the percent of students mastering grade level common core standards in Math will increase by 7% as measured by SBAC, district assessments,

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District math benchmarks SBAC math data	All students will demonstrate one year's growth in mathematics as measured by district benchmarks, SBAC math results, and grade level common assessments.	Math BENCHMARKS: *Kgn.: BM 1-69% mastered standards *Kgn.: BM 3-93% mastered standards *1st Grade: BM 1-35% mastered *1st Grade: BM 3-75% mastered *2nd Grade: BM 1-40% mastered, PT 19% mastered *2nd Grade: BM 3-84% mastered, PT 71% mastered Math SBAC: *3rd Grade: 73% met/exceeded standards *4th Grade: 50% met/exceeded standards *5th Grade: 43% met/exceeded standards *6th Grade: 50% met/exceeded standards

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide opportunities for staff development to support individual goal setting, whole class, and small group differentiated instruction through observations and on/off site training by staff, district personnel or consultants, and/or collaborative	Provided opportunities for staff development to support individual goal setting, whole class, and small group differentiated instruction through observations and on/off site training by staff, district personnel or consultants, and/or collaborative opportunities; Common	Materials, books, and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 3883.33	Materials, books, and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 4426.98
		ST Math renewal K-5 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4000.00	ST Math renewal K-5 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4583.33

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
opportunities; CCSS, Pearson, and CGI. Provide educational materials and supplies identified to meet the needs of all students including computers and audio/visual equipment to utilize support materials, technology based programs, and provide engagement opportunities. Allocation of materials, resources, technology, professional development, and systems support to meet the needs of all students.	Core State Standards (CCSS), Pearson, and Cognitively Guided Instruction (CGI). Provided educational materials and supplies identified to meet the needs of all students including computers and audio/visual equipment to utilize support materials, technology based programs, and provide engagement opportunities. Allocated materials, resources, technology, professional development, and systems support to meet the needs of all students.		
*Employ and utilize classroom supports in the area of reading support, allowing the teacher to provide (Tier 2 and Tier 3) small group support with basic skills so that they can better access core curriculum *Classified support to assist primary students (guided reading, small group instruction in math, differentiation, and teacher support). *Provide instructional materials as needed to support small group instruction and concept attainment: *Provide small group opportunities for intervention, extended learning opportunities (after school)	*Employed and utilized classroom supports in the area of reading support, allowing the teacher to provide (Tier 2 and Tier 3) small group support with basic skills so that they can better access core curriculum *Classified support to assist primary students (guided reading, small group instruction in math, differentiation, and teacher support). *Provided instructional materials as needed to support small group instruction and concept attainment: *Provided small group opportunities for intervention, extended learning opportunities (after school)	Kgn aides to assist primary students in small group instruction 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 32063.09	Kgn aides to assist primary students in small group instruction 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 32063.09

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*Allocation of materials/resources, technology, PD support, and system supports for staff to meet needs of students. *Provide opportunities for Tier 2 intervention and extended learning before and after school.	*Allocated of materials/resources, technology, PD support, and system supports for staff to meet needs of students. *Provided opportunities for Tier 2 intervention and extended learning before and after school.		
Provide extended learning opportunities for tier 2 and 3 students of poverty support in Math	Provided extended learning opportunities for tier 2 and 3 students of poverty support in Math	Certificated teachers on staff at RB providing extended learning opportunities 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 15500.00	Certificated teachers on staff at RB providing extended learning opportunities 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 12143.00
		Classified staff providing extended learning opportunities 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 5514.00	Classified staff providing extended learning opportunities 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1673.50
*Provide opportunities for teachers to observe other teachers at school and in the district *Provide opportunities for teachers to become data teams and plan strategies for student achievement and intervention	*Provided opportunities for teachers to observe other teachers at school and in the district *Provided opportunities for teachers to become data teams and plan strategies for student achievement and intervention	Hire substitutes for data team/planning, PLCs, and observation 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2500.00	Hire substitutes for data team/planning, PLCs, and observation 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 300.00

Analysis

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

1. River Bluff built math fact fluency in all grade levels as a focus.Provided professional development to build teacher capacity in district adopted math curriculum, lesson design, and common core state standard math common assessments. CCSS common assessments were a focus during grade level PLCs to design, implement, and analyze results for next steps. ISC provided professional development on Wonders curriculum including online resources, supplemental materials, and assessments.

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

The strategies/activities were effective. However, despite school focus of math, teachers wanted additional support in Wonders ELA curriculum professional development was a continual requested focus. Grade level PLCs focused on creating and/or improving the design and implementation of CCSS common assessments.

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

Classified aide was on long term medical leave causing a gap in the actual funding. Certificated teacher was placed on workman's comp. for second half school year. This caused a gap in the actual funding for after school tutoring for the certificated as well as the classified employee assisting that teacher. Estimated materials and supplies for leveled intervention kits was higher than the actual cost causing a gap in the actual funding. The estimate for ST Math was higher than the actual cost causing a gap in the actual funding.

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.

Despite the planned school wide focus on math, the teachers needed more support in the newly adopted Wonders curriculum. Math will continue to be a focus during PLCs with the utilization of common assessments and PLC cycle. In order to meet the needs of our teachers, we will focus Moving into 2018-19, this goal will stay as Goal 1 but will be combined with English Language Arts & Literacy as an overall academic goal to align with Central Unified School district's LCAP. Target Assisted School to School Wide Program transition was discussed with school site council and a consensus was reached to change River Bluff's status to SWP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

By June of 2018, K-6 students will increase the English language reclassification rate by 3%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC	All English Learners will make one years growth as measured by the ELPAC	ELPAC RESULTS - 41% of students scored at an overall Level 4. Listening and Speaking continue to be areas of growth while reading and writing continue to be areas of struggle.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide for every teacher PD in best first teaching practices using SDAIE strategies across the curriculum throughout the school day. Allocate materials/resources, technology, and system supports for staff and teachers to meet the needs of students	Provided for every teacher PD in best first teaching practices using SDAIE strategies across the curriculum throughout the school day. Allocated materials/resources, technology, and system supports for staff and teachers to meet the needs of students		
Provide educational materials and supplies identified to meet the needs of English learners including computers and audio/visual equipment to utilize support materials, technology based programs, and provide engagement opportunities.	Provided educational materials and supplies identified to meet the needs of English learners including computers and audio/visual equipment to utilize support materials, technology based programs, and provide engagement opportunities.	Materials, books, supplies 4000-4999: Books And Supplies Title I Part A: Allocation 1900.00	Materials, books, supplies 4000-4999: Books And Supplies Title I Part A: Allocation 0.00
Identify and communicate with students and families, goal setting with	Identified and communicated with students and families,	Interpreters for EL Parent Communication night and EL parent	Interpreters for EL Parent Communication night and EL parent

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students to understand criteria for reclassification on the CELDT exam during EL Parent Night.	goal setting with students to understand criteria for reclassification on the CELDT exam during EL Parent Night.	involvement activities 2000-2999: Classified Personnel Salaries LCFF 232.00	involvement activities 2000-2999: Classified Personnel Salaries LCFF 255.00
		Subs for CELDT testing to identify EL students 1000-1999: Certificated Personnel Salaries LCFF 500.00	Subs for CELDT testing to identify EL students 1000-1999: Certificated Personnel Salaries LCFF 487.18
Provide opportunities for staff development in identifying and communicating with students on the ELPAC exam.	Provided opportunities for staff development in identifying and communicating with students on the ELPAC exam.	Provide training for the implementation of the new ELCAP exam 1000-1999: Certificated Personnel Salaries LCFF 800.00	Provide training for the implementation of the new ELCAP exam 1000-1999: Certificated Personnel Salaries LCFF 965.00
		TK/K, grade one sub for ELCAP assessments- 8 days 1000-1999: Certificated Personnel Salaries LCFF 1100.00	TK/K, grade one sub for ELCAP assessments- 8 days 1000-1999: Certificated Personnel Salaries LCFF 3296.24

Analysis

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

Administration and ISC received additional training on integrated ELD standards and strategies. Administration and ISC presented the training to the staff. Specific staff members were trained to administer the new ELPAC summative assessment. Teacher progress monitoring through Elevations documentation on student progress for reclassified students only.

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

The strategies/activities which provided support to the teachers on ELD standards, Wonders EL instruction, and ELD strategies with ISC during staff Professional Development were effective based on PLC conversations. Providing substitutes for teachers to administer ELPAC Summative assessment in the spring was effective in allowing those teachers to understand the new assessment more readily. Recognizing students for reclassification during English Learner parent meeting was effective as parents were able to view first hand the positive results.

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

Due to the large number of transitional kindergartners and kindergartners, additional days were needed for the credentialed teachers to administer the ELPAC. This caused the overage betweent the estimated and actual funds spent. Despite estimating the cost for materials, books, and supplies, the materials were funded through a different funding string due to fear of over spending. This caused a gap between estimated and actual expenditures.

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 materials were not needed to support ELD instruction. The Wonders curriculum was used and will continue to be used. SSC supported and continues to support ELAC recommendations regarding English Learner proficiency. ELAC recommended continuing teacher education classes/refresher courses for new and experienced teachers in EL standards. Moving into 2018-19, this goal will be moved to Goal 4 to align with Central Unified School District's LCAP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

By June of 2018, 100% of all students will prepare for and participate in a visual and performing arts event as measured by group attendance rosters, 43% of all fourth through sixth graders will participate in at least one athletic including but not limited to visual and performing arts, service learning, character education, athletics, and various on campus clubs as measured by event programs, schedules, and teacher lesson plans, and 86% of all TK through sixth grade will participate in a site level, district/county level academic events as measured by event programs, and teacher lesson plans.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension data Aeries data Teacher lesson plans	Decrease suspension rate by increasing student involvement opportunities on campujs	Suspension data 1% of students in grades 2-6 received out of school suspensions in 2017-2018 school year 100% of Tk-3 graders participating in music

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The school's PBIS (positive behavior intervention supports) team will systematically collect, summarize, and use student behavior data for decision making, and supporting positive student behavior. PBIS team will plan and train for our RTI Tiers 2 & 3 to maximize a positive impact on behavior.	The school's PBIS (positive behavior intervention supports) team systematically collected, summarized, and used student behavior data for decision making, and supporting positive student behavior. PBIS team planned and trained for our RTI Tiers 2 & 3 to maximize a positive impact on behavior.	SWIS 5800: Professional/Consulting Services And Operating Expenditures LCFF 600.00	SWIS 5800: Professional/Consulting Services And Operating Expenditures LCFF 570.00
Build the character of students and the community through service learning projects, presentations, community events, building relationships and building opportunities for the community to be involved with the school	Built the character of students and the community through service learning projects, presentations, community events, building relationships and building opportunities for the community to be involved with the school	Motivational materials-Student recognition for PBIS, academics, character and service recognition, awards, rewards 4000-4999: Books And Supplies LCFF 4145.33	Motivational materials-Student recognition for PBIS, academics, character and service recognition, awards, rewards 4000-4999: Books And Supplies LCFF 5619.17

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		SEL presentation-Morris Brothers presentation about bullying 5800: Professional/Consulting Services And Operating Expenditures LCFF 1300.00	SEL presentation-Morris Brothers presentation about bullying 5800: Professional/Consulting Services And Operating Expenditures 1185.00
Implement opportunities for students to build character and provide service learning opportunities to develop the whole student to be prepared for college, career, and community	Implemented opportunities for students to build character and provide service learning opportunities to develop the whole student to be prepared for college, career, and community	Transportation and fees for service learning training in conflict resolution	Transportation and fees for service learning training in conflict resolution
Support student safety by reinforcing Tier 1 expectations in the cafeteria and on the playground. Increase student, staff safety and catastrophic preparation with school wide communication devices and safety materials.	Supported student safety by reinforcing Tier 1 expectations in the cafeteria and on the playground. Increased student, staff safety and catastrophic preparation with school wide communication devices and safety materials.	Safety equipment: radios, flashlights, first aid equipment 4000-4999: Books And Supplies LCFF 1505.77 Additional Yard Duty support to ensure student safety 2000-2999: Classified Personnel Salaries LCFF 1200.00	Safety equipment: radios, flashlights, first aid equipment 4000-4999: Books And Supplies LCFF 2872.14 Additional Yard Duty support to ensure student safety 2000-2999: Classified Personnel Salaries LCFF 1143.60
Provide planners for students to promote college readiness skill.	Provided planners for students to promote college readiness skill.	Student planners 4000-4999: Books And Supplies LCFF 2100.00	Student planners 4000-4999: Books And Supplies LCFF 0.00
Implement opportunities for students, including foster youth, English Learners, and students of poverty to build character and provide learning opportunities to develop the whole student to be prepared for college, career and community.	Implemented opportunities for students, including foster youth, English Learners, and students of poverty to build character and provided learning opportunities to develop the whole student to be prepared for college, career and community.	Transportation and fees to provide educational experiences for all 6th grade students to attend the SOS Camp 5700-5799: Transfers Of Direct Costs LCFF 8568.00	Transportation and fees to provide educational experiences for all 6th grade students to attend the SOS Camp 5700-5799: Transfers Of Direct Costs LCFF 8568.00

Analysis

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

In order to generate student interest in school activities, the student council members conducted morning announcements, school rallies, and school events. School activities such as red ribbon week, parent conferences,and rallies are added to the school marquee, the weekly update, and school website for parents to read and discuss with students.

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

School dialers, text and emails were sent to the community weekly outlining events and sign up information with dates to ensure notification. Extra curricular and co-curricular activities flyers were posted on school community board and also sent out via Peachjar to encourage student and parent participation in school, and district events.

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

School planners were donated by vendor causing a gap between the estimated and actual expenditure. Additional safety radios were purchased beyond the estimated amount because all need duty aide radios needed to be replaced. This caused a gap between the estimated and actual expenditures.

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.

Moving into 2018-19, this goal will be moved to Goal 2 to align with Central Unified School District's LCAP. No new actions will be taken with this goal.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

By June 2018, parent engagement at school events (in addition to BTS and Open House) will increase by 16% as measured by volunteer logs, event sign in sheets, and parent surveys.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign in sheet from Title One meeting, ELAC, SSC, parent education classes, LCAP parent surveys Visitor/volunteer log	Increase parent involvement on campus.	Punjabi community was more visible on campus by way of ELAC meetings, conferences, and a willingness to ask questions in the office based on multiple conversations with Punjabi Home School Liaison.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide parent education nights during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities.	Provide parent education nights during the school year with a focus/purpose of providing appropriate, thought provoking, and challenging learning opportunities.	Child care for family events 2000-2999: Classified Personnel Salaries LCFF 130.00	Child care for family events 2000-2999: Classified Personnel Salaries LCFF 0.00
		Materials for family events 4000-4999: Books And Supplies LCFF 500.00	Materials for family events 4000-4999: Books And Supplies LCFF 0.00
		Parent Education Classes Valley PBS 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement 1568.00	Parent Education Classes Valley PBS 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement 1568.00
		Parent Education Classes with Valley PBS 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4000.00	Parent Education Classes with Valley PBS 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2250.00
		Interpreters for parent education events 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 145.33	Interpreters for parent education events 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 200.00

Analysis

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

> Our GIA strategized with our Punjabi liaison to contact families regarding school meetings and being visible on campus, in addition to meeting with students and communicating with families. Add specific events to school marquee as well weekly update, and school website for parents to see and discuss with students.

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

> Our Punjabi liaison worked within our community to contact families regarding school meetings and being visible on campus.School dialers, text and emails were sent to the community weekly outlining events and sign up information with dates to ensure notification. Extra curricular and co-curricular activities flyers were posted on school community board and also sent out via Peachjar to encourage student and parent participation in school, and district events.

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

> The proposed expenditure for the Valley PBS parenting classes was more than the actual expenditure. Materials and childcare expenditures were funded out of other funding strings to prevent going over our budgeted allocation.

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.

> Moving into 2018-19 , this goal will be moved to Goal 3 to align with Central Unified School District's LCAP. River Bluff will increase the number of parent involvement classes offered, and will keep these classes solely at River Bluff.

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	151,729.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	57261.99

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	55669.39	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1592.60	0.00
Title I Part A: Allocation	150061.00	0.00
Title I Parent Involvement	1668.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	55,669.39
LCFF-SLIP	1,592.60
Title I Part A: Allocation	150,061.00
Title I Parent Involvement	1,668.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	72,961.00
2000-2999: Classified Personnel Salaries	2,500.00
4000-4999: Books And Supplies	43,811.99
5000-5999: Services And Other Operating Expenditures	83,350.00
5800: Professional/Consulting Services And Operating Expenditures	6,368.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	8,900.00
4000-4999: Books And Supplies	LCFF	42,119.39
5000-5999: Services And Other Operating Expenditures	LCFF	3,950.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	700.00
4000-4999: Books And Supplies	LCFF-SLIP	1,592.60
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	64,061.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2,500.00
4000-4999: Books And Supplies	Title I Part A: Allocation	100.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	79,400.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement	1,668.00

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
Brian Gumm	Classroom Teacher
Tamara Pennington	Parent or Community Member
Michelle Bergmann	Principal
Lynette Garabedian	Parent or Community Member
Craig Schorling	Classroom Teacher
Lara Ragsdale	Classroom Teacher
Marisa Berquist	Parent or Community Member
Amar Hussein	Parent or Community Member
Amanda Golden	Parent or Community Member
Ann Marjollet	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on October 2, 2018.

Attested:
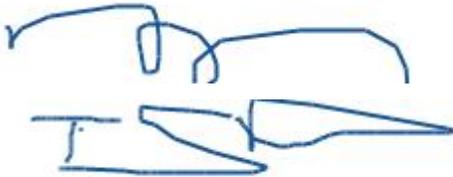
	Principal, Michelle Bergmann on 10/2/2018
	SSC Chairperson, Tamara Pennington on 10/2/2018

Addendum

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

Instructions: Linked Table of Contents

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.

Stakeholder 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 review 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 Review 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 measureable 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 Review 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 Review 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 Stakeholder 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

CENTRAL UNIFIED SCHOOL DISTRICT
River Bluff Elementary
6150 W. Palo Alto · Fresno, CA 93722
Phone: (559) 276-6001 · Fax: (559) 276-6006

Site Administration

Michelle Bergmann, Principal
Ann Mariollet, GIA

School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

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

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

- Distribute district rubrics and grade level common core standards pamphlets at parent-teacher conferences, which are held in the Fall
- Progress reports
- Parent Resources link on our district website as well as River Bluff's website
- Parent conferences held in the Spring (as needed)
- Student Success Team meetings

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

- Onsite training opportunities for parents
- Newsletters, booklets, and other printed material
- Spatial-Temporal Math (ST Math)
- Accelerated Reader Home Connect
- Standards-based, and technology resources via teacher/school website
- Bilingual books available for parent checkout in the school library

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

- Parent-Student Handbook
- Staff development meetings with parent communication topics
- English Language Advisory Committee (ELAC)
- School Site Council (SSC)
- Parent Teacher Association (PTA)

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

- Back to School Night
- Open House
- Talent Show
- Jog-a-thon
- Parent Teacher Association involves parents in many activities throughout the year (carnival, pastries for parents, family bingo night, family movie night)

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

- Blackboard Connect text and voice messages from school site and district are sent out
- School website
- Newsletters and flyers

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

- Community events
- Open House
- Fall and Spring conferences
- Book Fair
- Young Author's Fair
- Peach Blossom
- Talent Show

- Parent Teacher Association (PTA)
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Classroom Volunteer
- Back to School Night
- Spring Program (K-2)
- Band performance
- Choir performance
- Sports/Cheer
- Red Ribbon Week
- Jog-a-thon
- EL Parent Night

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

- Blackboard Connect voice and text messages from the school site and district are sent out to the community
- Spanish, Hmong, and Punjabi translators may be accessible for parent-teacher conferences, and other meetings as requested
- Report cards are available in English and Spanish

This Compact was adopted by the School Site Council on May 3, 2018 and will be in effect for the period of 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on, or before: August 31, 2018

Signature of Authorized Official

May 3, 2018

Date

California Department of Education
March 2018

River Bluff - SSC

School Site _River Bluff_ **Date** _9/17/2018_

	Name	Position with Grade level per teacher
1		Mrs. Bergmann/Principal
2		Mr. Schorling /6th grade
3		Mr. Gumm/5th grade
4		Mrs. Ragsdale/3rd grade
5	_Ann Marjollet_	Mrs. Marjollet/GIA
Alt	_Shelley Piercey_	Ms. Piercey – SSC alternate
Alt	_Kathy Som_	Ms. Sommer – SSC alternate

	Parent Name	Signature
1	Lynette Garabedian	_(signature)_
2	Amanda Golden	
3	Tamara Pennington	_(signature)_
4	Marisa Berquist	_(signature)_
5	Amar Hussein	_(signature)_
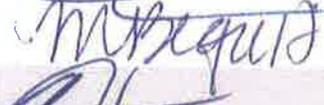
River Bluff (SSC) 1ˢᵗ Quarter Meeting

Date of Posting: September 13, 2018   **Meeting Date: September 17, 2018**

Location: Room 6

Starting Time: 3:30 pm   **Ending Time: 4:30 pm**

Outcomes: Participants will be able to:
- **Recognize the importance of CUSD Guiding Principles**
- **Explain the purpose of SSC, roles and responsibilities of the SSC members**
- **Elect officers and District Advisory Committee (DAC) representative**
- **Receive information on by-laws, Safety Plan, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning**
- **Discuss and begin to analyze school's academic instructional program**
- **Determine future meeting dates, times and training schedules**

<u>Representatives & Staff:</u> SSC members and guests
All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC	Determined by site SSC	5 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	Business not completed from previous SSC meeting	Principal	2 minutes

New Business			
a. SSC Training • By-laws	Information	Principal until chairperson is elected	15 minutes
b. Review the purpose of the SSC	Information & discussion.		
c. Review the duties of SSC members.	Information & discussion.		

d. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers:
    o Chairperson
    o Vice-chairperson
    o Secretary
    o DAC representative
    o DAC alternate
	Nomination and elect officers		

e. Review and approve SPSA	Information		
f. Discuss district/site parent education opportunities	Information		
g. Safety Plan review & sign	Information		
h. Discuss future meeting dates, training, and agenda items.	Information		
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. Guiding Principles, by-laws, SPSA goals, Safety Plan & other items as appropriate.

Thank you for coming
Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

1. Call the Meeting to Order:

- Meeting was called to order at 3:31 p.m. by Ann Marjollet. Everyone was welcomed. Present were:

Parent/Guardian	Present	Staff	Position	Present
Amanda Golden		Michelle Bergmann	Principal	
Amar Hussein	X	Craig Schorling	Teacher	
Marisa Berquist	X	Brian Gumm	Teacher	
Tamara Pennington	X	Lara Ragsdale	Teacher	
Lynette Garabedian	X	Ann Marjollet	GIA	X
		Shelley Piercey	Teacher – alt	X
		Kathy Sommer	Teacher – alt	X

	Guest		Non-member staff	Position
1		1		
2		2		
3		3		
4		4		

2. Roll Call:

- Sign-in sheet
- Chairperson announced
  - 6 members needed to establish a quorum
  - 7 members present; 3 members absent
  - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda
- Motion to approve the 09/17/18 agenda from Mr. Hussein; seconded by Mrs. Garabedian

4. Secretary's Report:

- No report until election of a secretary

5. Committee Reports:

- Will be determined by site SSC

6. Public Comment:

- No public comment

7. Unfinished Business:

- None

8. New Business:

- **CUSD Guiding Principles** – handout provided by Mrs. Marjollet
- **SSC Training - Review purpose of SSC** – SSC By-laws provided by Mrs. Marjollet and adopted on 9/17/18.
    - Members watched a video on SSC responsibilities
- **Review duties, roles and responsibilities of SSC officers/Nominate and elect SSC officers** –
    - Chairperson – Tammi Pennington volunteered. All members approved
    - Vice Chairperson – Marisa Berquist volunteered. All members approved.
    - Secretary – Ann Marjollet volunteered. All members approved.
    - DAC Representative – Mrs. Garabedian volunteered. All members approved.
    - DAC Alternate – Mr. Hussein volunteered. All members approved.
- **Review and approve SPSA** –Mrs. Marjollet explained the Mrs. Bergmann was currently working on the SPSA and it will be presented to SSC at the 2nd quarter meeting.
- **Discuss district/site parent education opportunities** – Mrs. Marjollet explained the various opportunities for the community to connect with River Bluff and Central Unified. Upcoming is our Title 1 Parent Meeting (date TBD) and Town Hall Meeting with Superintendent Alvarado on Sept. 24th at 6:00pm at Rio Vista Middle School.
- **Safety Plan** – reviewed by Mrs. Marjollet. The Safety Plan designates locations, personnel, and duties in the event of a crisis. Fire, earthquake, and lockdown drills are conducted regularly. Ms. Pennington noticed the phone number for the Sheriff's Dept. was incorrect and provided the correct information. Motion to approve Safety Plan, with the change to the Sheriff's phone number, was made by Lynette Garabedian and seconded by Shelley Piercey. All members approved. SSC Chairperson signed the School Safety Plan.
    - Mrs. Berquist and Mrs. Garabedian expressed concern on how substitute teachers would be included in a phone tree when they subbed at River Bluff.
    - Both parents are current substitute teachers in Central Unified and shared how other schools provide folders with detailed information regarding lockdown, earthquake, and other emergencies that may arise during the school day. This information was shared with SSC and the committee responded positively to the idea to include this for River Bluff.
    - Mr. Hussein also provided information on Google, which will provide a free phone number for a cell phone if a substitute does not feel comfortable providing their cell phone to the office. This can be linked to a Google account.
- **Discuss future meeting dates, training, and agenda items** – SSC agreed to meet on the following dates:
    - October 2, 2018 at 3:30pm
    - March 19, 2019 – at 3:30pm
    - May 7, 2019 – at 3:30pm

9. Evaluation & Adjournment:

- Meeting was adjourned by at 4:23 pm. A motion to adjourn was made by Marisa Berquist and seconded by Lynette Garabedian.

Respectfully submitted,

Ann Marjollet

Ann Marjollet

River Bluff SSC Secretary

09/25/18

River Bluff - SSC

School Site _____ **River Bluff   Date** _____ **10/2/2018**

	Name	Position with Grade level per teacher
1		Mrs. Bergmann/Principal
2		Mr. Schorling /6th grade
3		Mr. Gumm/5th grade
4	*Sara Ragsdale*	Mrs. Ragsdale/3rd grade
5	*Ann Marjollet*	Mrs. Marjollet/GIA
Alt	*Shelley Piercey*	Ms. Piercey – SSC alternate
Alt		Ms. Sommer – SSC alternate

Parent Name	Signature
1 Lynette Garabedian	*(signature)*
2 Amanda Golden	*(signature)*
3 Tamara Pennington	*(signature)*
4 Marisa Berquist	*(signature)*
5 Amar Hussein	*(signature)*
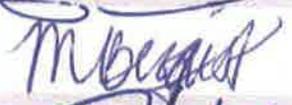
River Bluff Elementary

School Site Council (SSC) 2nd Quarter Meeting

Date of Posting: 9/28/18   Meeting Date: 10/2/18

Location: Room 6

Starting Time: 3:30pm   Ending Time: 4:30pm

Outcomes: Participants will be able to:
- Support CUSD Guiding Principles
- Discuss LCAP engagement process & how to increase community participation
- Provide input, approve and monitor SPSA including staff professional development
- Analyze benchmark results
- Approve annual review/revision of site SSC by-laws
- Discuss district uniform complaint procedures
- Determine future meeting dates, times and training schedules

Representatives & Staff: SSC members: Amar Hussein, Amanda Golden, Marisa Berquist, Tamara Pennington, Lynette Garabedian, Ann Marjollet, Lara Ragsdale, Shelley Piercey, Brian Gumm Guests: All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call—establish quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 minute
Secretary's Report	Approval/Amendments	Secretary	5 minutes
Report of Officers, Standing & Special Committees DAC representative report	Information & discussion	DAC representative	5 minutes

08/29/18

Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Chairperson	10 minutes
Unfinished Business	Business not completed from previous SSC meeting	Chairperson	5 minutes

New Business
  a. Received input from ELAC on programs for ELs
  b. SPSA goals/actions to support students not making progress, students meeting or exceeding standards, 1% set aside for parent involvement & staff professional development including expenditures
  c. Review/analyze benchmark results
  d. By-laws
  e. Training on Uniform Complaint Procedures
  f. Approve SPSA
  g. Discuss future meeting dates, training, and agenda items.
	Input, approval.
	
	Information & discussion.
	Information & discussion
		Principal	30 minutes

Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts: SPSA and expenditures, uniform complaint procedures and forms.

Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

08/29/18

1. Call the Meeting to Order:

- Meeting was called to order at 3:30 p.m. by Ms. Pennington. Everyone was welcomed. Present were:

Parent/Guardian	Present	Staff	Position	Present
Amanda Golden		Michelle Bergmann	Principal	
Amar Hussein	X	Craig Schorling	Teacher	
Marisa Berquist	X	Brian Gumm	Teacher	
Tamara Pennington	X	Lara Ragsdale	Teacher	X
Lynette Garabedian	X	Ann Marjollet	GIA	X
		Shelley Piercey	Teacher – alt	X
		Kathy Sommer	Teacher – alt	

	Guest		Non-member staff	Position
1		1		
2		2		
3		3		
4		4		

2. Roll Call:

- Sign-in sheet
- Chairperson announced
  - 6 members needed to establish a quorum
  - 7 members present; 3 members absent
  - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda
- Motion to approve the 10/02/18 agenda from Mr. Hussein; seconded by Mrs. Marjollet

4. Secretary's Report:

- Motion to approve the 09/17/18 secretary's report from Mrs. Ragsdale; seconded by Mrs. Piercey

5. Committee Reports:

- No committee report

6. Public Comment:

- No public comment

7. Unfinished Business:

- None

8. New Business:

- ***Received input from ELAC on programs for ELs*** – Mrs. Marjollet stated that ELPAC testing of new students has been completed. The ELPAC is given to all students who are new to the U.S. or who have another language other than English as their primary language. Mrs. Marjollet reports the Wonders program is currently being used with EL students.
  - ○ ***Question by Mrs. Berquist – Do all classes have EL students or do they deploy?***
  - ○ ***Answer by Mrs. Marjollet – At this time, students are served with designated EL time by their teacher or deployed to a specific class for designated EL time. Teachers are learning about integrated EL, with ELD standards woven into academic lessons.***
- ***SPSA goals/actions to support students not making progress, students meeting or exceeding standards, 1% set aside for parent involvement and staff professional development including expenditures*** – The SPSA plan was approved by SSC. The plan can be changed/edited as it is a living document. Any proposed changes will be brought to SSC if necessary. Additionally, River Bluff is moving from a TAS (Targeted Assisted School) to SWP (School Wide Program) under the ESSA (Every School Succeeds Act). This allows Title 1 funds to be used school-wide for all students. Motion to approve by Mrs. Garabedian; seconded by Mr. Hussein
  - ○ ***Question by Mrs. Berquist – Could Spelling City be paid out of Title 1 funds instead of being funded by PTA?***
  - ○ ***Answer by Mrs. Marjollet – This question will be brought to Mrs. Bergmann for further clarification.***
- ***Review/analyze benchmark results*** – Teachers are in the middle of benchmark testing and there are no current results. Mrs. Piercey and Mrs. Ragsdale explained their benchmark testing experience thus far. SSC requested benchmark results to be emailed out when testing is completed.
- ***By-laws*** – SSC approved the by-laws during the 1st Quarter meeting.
- ***Training on Uniform Complaint Procedures*** – Information is available on the district website. Mrs. Marjollet provided the team with instructions on how to access and complete the complaint process. It is the site's hope that those with a complaint would first contact River Bluff staff to resolve any issues.
- ***Discuss future meeting dates, training, and agenda items*** – Mrs. Marjollet provided the team with the date of the next SSC meeting – March 19, 2019 @3:30 p.m.

9. Evaluation & Adjournment:

- Meeting was adjourned by at 4:14 pm. A motion to adjourn was made by Ms. Pennington and seconded by Mrs. Garabedian.

Respectfully submitted,

Ann Marjollet

Ann Marjollet

River Bluff SSC Secretary

10/25/18

ELAC – 1st Quarter Meeting

School Site ___River Bluff Elementary___   **Date** ___09/18/2018___

	Name	Name
1		Michelle Bergmann - Principal
2		Brian Gumm - teacher
3	*Lara Ragsdale*	Lara Ragsdale - teacher
4		Craig Schorling - teacher
5	*Ann Marjollet*	Ann Marjollet - GIA
6	*Shelly Rurcey*	Shelley Piercey - alternate
7		Mandeep Mand - parent
8	*Navkirat*	Navkirat Cheema - parent ✓
9	*Slub*	Sukhjinder Kaur - parent ✓
10		Charanpreet Kaur - parent ✓
11		Mandeep Kaur - parent
	SunPreet Kaur.	*Manpreet Kaur - parent* ✓
		Samrit Singh.

River Bluff
English Learner Advisory Committee (ELAC) Meeting
1ˢᵗ Quarter

Date of Posting: September 13, 2018   **Meeting Date: September 18, 2018**

Location: Room 6

Starting Time: 3:30 pm   **Ending Time: 4:30 pm**

Outcomes: Participants will be able to:
- **Recognize the importance of CUSD Guiding Principles**
- **Explain the purpose of ELAC**
- **Explain the roles and responsibilities of the ELAC members**
- **Elect officers and DELAC representative**
- **Determine meeting dates and times**
- **Receive information on by-laws, accountability measures, school goals for English learners, Site Parent Involvement Policy, & Parent Education Opportunities**

Representatives & Staff: ELAC members. All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	0 minutes
Report of Officers, Standing & Special Committees	TBD	Principal	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	TBD	Principal	0 minutes

New Business
   a. CUSD Guiding Principles
   b. Review the purpose of the ELAC.
   c. Review the duties of ELAC members.
   d. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers:
       o Chairperson
       o Vice-chairperson
       o Secretary
       o DELAC representative
       o DELAC alternate
   e. By-laws-initial review
   f. Progress reports-SBAC, AMAOs
   g. EL program entrance & exit criteria
   h. Site program for ELD & access to core
   i. Advise on site plan EL goals
   j. LEAP/LCAP
   k. ELPAC review & student goal setting
   l. Parent Involvement Policy/Compact current year
   m. District Parent Education Opportunities
   n. Discuss future meeting dates, training, and agenda items.
	Information and discussion.
	
	Discussion, nomination and election of officers.
	
	Information and discussion
		Principal	2 min
			2 min
			
			2 min
			
			2 min
			
			5 min
			2 min
			2 min
			
			5 min
			
			5 min
			2 min
			2 min
			
			1 min
			
			2 min
			
			2 min

Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. Guiding Principles, by-laws, Site plan EL goals.

Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

Total Number of ELAC Members:
_5___ ELAC parents/guardians of English learners
_0___ ELAC parents/guardians of other students
_5__School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:
_4__ ELAC parents/guardians of English learners
_0__ ELAC parents/guardians of other students
_3__School staff

A quorum of 6 members must be present in order to conduct business. The number of committee members in attendance is 7:

     X Has been met
     ☐ Has not been met

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (*EC* 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
	Advising the principal and staff on the school's program for English learners. (*EC* 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (*5 CCR* 11308[c][1])
	Advising the school on the administration of annual language census. (*5 CCR* 11308[c][5])
	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
09/18/2018	Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (*5 CCR* 11308[b])
09/18/2018	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (*EC* 11308[d])
	Training on district's Uniform Complaint Procedures, including William's requirements.

1. Call the Meeting to Order:
The meeting was called to order at (time) __3:35pm__ by ___Shelley Piercey_____.

A quorum of the members was present. All Members were welcomed.

2. Changes/Additions to the Meeting Agenda:
The following changes/additions were made to the agenda: No changes were made.

3. Secretary's Report:
No Secretary's Report as this is the first meeting of the year.

4. Committee Reports:
None

5. Public Comments:
The following public comments were presented to the ELAC: None

6. Unfinished Business: None

7. New Business
   a. CUSD Guiding Principles – *Reviewed and explained by Mrs. Marjollet*
   b. Review the purpose of the ELAC – *Through the use of the by-laws, Mrs. Marjollet read the purpose of ELAC to all members.*
   c. Review the duties of ELAC members - *Through the use of the by-laws, Mrs. Marjollet read the purpose of ELAC to all members.*
   d. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers:
      o Chairperson – *Ann Marjollet nominated Michelle Bergmann. Approved.*
      o Vice-chairperson –*Sukhjinder Kaur nominated herself. Approved.*
      o Secretary – *Ann Marjollet nominated herself. Approved*
      o DELAC representative – *Manpreet Kaur nominated herself. Approved*
      o DELAC alternate – *Navkirat Cheema nominated herself. Approved.*
   e. By-laws-initial review – *By-laws were reviewed and explained by Ann Marjollet. Lara Ragsdale motioned to approve the by-laws. Manpreet Mand 2nd the motion. Approved.*
   f. Progress reports – SBAC, AMAO's – *Mrs. Marjollet explained how EL students are expected to make 1 years progress in their English Language abilities. SBAC scores were just coming out and would be mailed to all parents. SBAC results for River Bluff will be reviewed in the 2nd Quarter meeting.*
   g. EL program entrance & exit criteria – *Mrs. Marjollet explained how the HLS is used as the entrance criteria for the EL Program. Mrs. Marjollet explained that only new students to school or to the United States will take the ELPAC Initial Assessment in August and September. All students will take the ELPAC Summative Assessment in the spring.*
   h. Site program for ELD & access to core – *Mrs. Marjollet explained the District adopted ELA curriculum – Wonders – which has a wonderful ELD component that is directly aligned with the weekly story read in class. Teachers provide a minimum of 30 min. pull back instruction to all EL students daily.*
   i. Advise on site plan EL goals – *This was tabled to the 2nd quarter meeting.*
   j. LEAP/LCAP – *This was tabled to the 2nd quarter meeting.*
   k. ELPAC review & student goal setting – *Mrs. Marjollet explained that River Bluff is in the process of ELPAC Initial testing for ONLY new students and that students will set goals with their teachers. Handout provided.*
   l. Parent Involvement Policy/Compact 2018-19 – *Mrs. Marjollet provided the committee with the PIP for 2018-19 and informed the committee that they will have input for the 2019-20 PIP.*
   m. District Parent Education Opportunities – *Mrs. Marjollet provided information regarding the Superintendent Town Hall Meeting on Sept. 24th at Rio Vista.*
   n. Discuss future meeting dates, training, and agenda items – *Mrs. Marjollet collaborated with the committee on the dates for the upcoming ELAC meetings, as well as DELAC meetings from*

the District. 2nd Quarter Meeting – October 4, 2018; 3rd Quarter meeting – March 21, 2019; 4th Quarter Meeting – May 9, 2018.

8. Evaluation:
Members provided written evaluation of the meeting.

9. Adjournment
The meeting was adjourned at__4:10pm__, (1st by Ann Marjollet; 2nd by Shelley Piercey)

Respectfully submitted,

Ann Marjollet

ELAC Secretary
9/24/18

CENTRAL UNIFIED SCHOOL DISTRICT
River Bluff Elementary
6150 W. Palo Alto · Fresno, CA 93722
Phone: (559) 276-6001 · Fax: (559) 276-6006

Site Administration

Michelle Bergmann, Principal
Ann Mariollet, GIA

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

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

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

- Knowing that parent involvement is a vital portion of student success, River Bluff has developed a written parental involvement policy with input from parents. The policy is reviewed each spring by the School Site Council and English Language Advisory Committee for any needed revisions. Both committees consist of parents, support staff, and teachers at River Bluff. River Bluff Elementary School's Parent Involvement Policy is included in the Parent-Student Handbook that is distributed to all families during the first week of school in August 2018. The policy below describes means River Bluff will carry out to involve parents.

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

- At the beginning of the school year, River Bluff hosts a Back to School night for our students and parents to explain programs, policies, and meet teachers and staff
- Parents are invited to attend the quarterly School Site Advisory committee meetings by way of either being nominated then elected, or as a visitor. These meetings are held afterschool in our conference room
- After the first nine weeks of school, teachers meet with parents to discuss student academics and behavior. Then in ten weeks into the spring semester, parent-teacher conferences are held for students at-risk of retention or those having behavior concerns
- During the first quarter of the school year, River Bluff will host an English Learner Parent Night. At the meeting, our vice principal reviews what curriculum is used, the exit criteria for the EL program, and goal setting

District Administration
Kelly Porterfield, Interim Superintendent, Chief Business Officer · Ketti Davis, Assistant Superintendent, Educational Services
Jack Kelejian, Assistant Superintendent, Human Resources · Paul Birrell, Director, 7-12 and Adult Education
Tami Boatright Ed.D, Director, K-8 Education · Andrea Valadez, Administrator, Special Education & Support Services
4605 N Polk Avenue · Fresno, California 93722

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

- During Back to School night, parents are informed of the administration's "open door policy" allowing for parents to request other meetings as needed

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

- All parents are invited to attend regularly scheduled quarterly meetings of the School Site Advisory Committee and English Language Advisory Committee to participate in the review, planning, and improvement of school programs, the Parent Involvement Policy and the Home School Compact
- During the monthly Parent Teacher Association (PTA) the principal discusses current school programs as well as parent involvement. The parents in attendance ask questions, seek clarifications (if needed), as well as provide input

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

- During Back to School Night, the administration team and teachers provide parents with information regarding Parent Teacher Association, School Site Advisory Committee, as well as other opportunities to volunteer at school
- PTA meetings are used a forum to share and discuss information Teachers send home newsletters as well as maintain websites to share information River Bluff sends a weekly update of current happenings to the community electronically
- The school and district provide a Parent Information link on the their websites to provide parents with information regarding policies and suggested ways of supporting their child

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

- This information is covered with parents during various times throughout the school year. This includes Back to School Night, School Site Advisory committee meetings, English Learner Advisory Committee meetings, and parent-teacher conferences
- Teachers provide curriculum descriptions, common core grade level standards, and grading policies, during Back to School Night and parent conferences

- **If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]).**
- All parents are invited to attend the School Site Advisory and English Learner Advisory Committee meetings. The meeting are held quarterly during a set time and located in the school's conference room. Notices of these meetings are provided in the Weekly Update. The agendas are posted on the Falcon 411 Community board, located in the school's foyer
- Parents of students needing additional supports can request a Student Study Team meeting (SST) to aid in decisions relating to the education of their child.
- Parents of students who have been identified and placed on an Individual Education Plan (IEP) or Section 504 can request a meeting to discuss and participate in decisions relating to the education of their child

This School-Level Parent and Family Engagement Policy has been developed jointly with, updated periodically, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by:
- School Site Council and ELAC minutes

This policy was adopted by the School Site Council on May 3, 2018 and will be in effect for the period of 2018-19 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: August 31, 2018

Signature of Authorized Official

May 3, 2018

Date

California Department of Education
March 2018

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