School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Richmond Elementary School	15-73742-6009328	12-13-19	January 16, 2020

Purpose and Description

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

Schoolwide Program

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

District goals were revised to align with the Eight State Priorities. The district goals were adopted as the LCAP goals and were validated through the stakeholder engagement process. The LCAP goals become each school site's School Plan for Student Achievement goals. This allows the district, school sites, and various stakeholder groups (Parent Advisory Committee, DELACs, ELACs, School Site Councils, etc.) to work towards meeting the same goals and addressing the same priorities as identified in the Dashboard. Sierra Sands will align the use of federal funds with activities funded by state and local funds and across federal grant programs based on district and site needs identified through data analysis.

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

The principal holds regular meetings with staff, School Site Council (SSC), Parent Teacher Organization (PTO) and English Learner Advisory Committee (ELAC). The principal consults with staff and parents/guardians throughout the school year through meetings and communications. Progress toward SPSA goals is reported and input is received regarding goals, strategies, and actions to best support student needs and address achievement gaps.

The School Site Council meeting dates are:

October 4, 2019

- Organizational meeting to install new members and review purpose/function of the SSC

 Review school assessment data

 Review/approve Parent Involvement Policy

 Review/approve School-Parent Compact

November 1, 2019

- Review draft Site Plan for Student Achievement (SPSA)

December 13, 2019

- Review/approve Site Plan for Student Achievement (SPSA)

January 10, 2020

- Review/approve Site Safety Plan

February 7, 2020

- Monitor SPSA implementation

March 6, 2019

- Monitor SPSA implementation

April 3, 2020

- Review Academic Program Survey

May 1, 2020

- Review results of annual parent survey, thank members for their service

The ELAC Meetings are:

December 5, 2019

- EL Site Plan, Parent Communication, Demographics, English Language Proficiency Assessments for California

School Performance Data, Goals To Improve EL Subgroup Performance

April 3, 2020

- Update on EL Site Plan, Parent Communication, Student Attendance

Title I Meeting- (Family Night) Fall 2019

- Purpose of Title I

Allocation of funds

SBAC 2019 Achievement Results

Title I Services for 2018-2019 (Last Year)

District LCAP

Title I Services for 2019-2020 (Current Year)

Parent Involvement Opportunities

Resource Inequities

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

Not applicable to this school.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
American Indian	1.2%	0.82%	0.45%	6	4	2
African American	5.4%	4.53%	6.92%	26	22	31
Asian	1.9%	2.47%	1.34%	9	12	6
Filipino	0.8%	1.85%	1.12%	4	9	5
Hispanic/Latino	28.0%	29.84%	30.58%	135	145	137
Pacific Islander	0.6%	0.62%	0.22%	3	3	1
White	57.4%	54.53%	52.46%	277	265	235
Multiple/No Response	%	%	0.22%			1
			Total Enrollment	483	486	448

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	16-17	**17-18**	**18-19**
Kindergarten	92	90	79
Grade 1	64	87	81
Grade 2	81	65	79
Grade3	70	69	63
Grade 4	83	76	71
Grade 5	78	88	65
Grade 6	4	1	4
Grade 7	5	3	
Grade 8	4	2	2
Grade 9		3	1
Grade 10			1
Grade 12	2	2	2
Total Enrollment	483	486	448

Conclusions based on this data:

1. Overall enrollment declined in 2018-19.

2. Our enrollment by student group has remained consistent over the past 3 years.

3. Our largest student groups have been White and then Latino/Hispanic. These student groups have remained consistent over the past 3 years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	55	50	32	11.4%	10.3%	7.1%
Fluent English Proficient (FEP)	10	14	16	2.1%	2.9%	3.6%
Reclassified Fluent English Proficient (RFEP)	5	12	6	9.4%	21.8%	12.0%

Conclusions based on this data:

1. Our total number of English Learner students has declined this past year.

2. Our Fluent English Proficient (FEP) number of students has increased over the last 3 years.

3. Our Reclassified Fluent English Proficient (RFEP) number of students has declined significantly since last year. Designated and integrated EL instruction will be provided to ensure re-designation before students leave 5th grade.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	65	57	72	65	54	72	65	54	100	100	94.7
Grade 4	80	74	59	80	74	57	80	74	57	100	100	96.6
Grade 5	77	77	60	76	77	60	76	77	60	98.7	100	100
Grade 6		*			*			*				
All Grades	229	217	176	228	217	171	228	217	171	99.6	100	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2438.	2447.	2445.	26.39	24.62	24.07	29.17	41.54	33.33	25.00	26.15	27.78	19.44	7.69	14.81
Grade 4	2456.	2504.	2484.	22.50	31.08	35.09	20.00	37.84	22.81	22.50	14.86	21.05	35.00	16.22	21.05
Grade 5	2504.	2501.	2521.	23.68	24.68	25.00	28.95	28.57	40.00	21.05	18.18	10.00	26.32	28.57	25.00
Grade 6		*			*			*			*			*	
All Grades	N/A	N/A	N/A	24.12	26.73	28.07	25.88	35.48	32.16	22.81	19.35	19.30	27.19	18.43	20.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.39	23.08	29.63	48.61	66.15	55.56	25.00	10.77	14.81
Grade 4	26.25	37.84	28.07	45.00	44.59	57.89	28.75	17.57	14.04
Grade 5	26.32	24.68	38.33	50.00	42.86	36.67	23.68	32.47	25.00
Grade 6		*			*			*	
All Grades	26.32	28.57	32.16	47.81	50.23	49.71	25.88	21.20	18.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.39	23.08	20.37	52.78	60.00	57.41	20.83	16.92	22.22
Grade 4	25.00	31.08	24.56	38.75	52.70	57.89	36.25	16.22	17.54
Grade 5	23.68	38.96	31.67	53.95	29.87	48.33	22.37	31.17	20.00
Grade 6		*			*			*	
All Grades	25.00	31.34	25.73	48.25	46.54	54.39	26.75	22.12	19.88

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	20.83	21.54	24.07	63.89	75.38	68.52	15.28	3.08	7.41
Grade 4	10.00	32.43	15.79	68.75	58.11	68.42	21.25	9.46	15.79
Grade 5	22.37	20.78	23.33	60.53	50.65	55.00	17.11	28.57	21.67
Grade 6		*			*			*	
All Grades	17.54	24.88	21.05	64.47	60.37	63.74	17.98	14.75	15.20

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	30.56	26.15	24.07	54.17	56.92	55.56	15.28	16.92	20.37
Grade 4	22.50	32.43	28.07	48.75	54.05	56.14	28.75	13.51	15.79
Grade 5	30.26	27.27	33.33	46.05	48.05	43.33	23.68	24.68	23.33
Grade 6		*			*			*	
All Grades	27.63	28.57	28.65	49.56	52.53	51.46	22.81	18.89	19.88

Conclusions based on this data:

1. We will continue to improve our ELA Performance for all students by 3% each year in each grade level through small reading groups, use of the Accelerated Reader Program, and vocabulary instruction.

2. We will provide small group intervention within the school day for all students.

3. We will provide small group intervention before the school day for all students that have not met or nearly met common core standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	65	57	72	65	56	72	65	56	100	100	98.2
Grade 4	80	74	59	80	74	57	80	74	57	100	100	96.6
Grade 5	77	77	60	76	77	60	76	77	60	98.7	100	100
Grade 6		*			*			*				
All Grades	229	217	176	228	217	173	228	217	173	99.6	100	98.3

Overall Participation for All Students

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2442.	2439.	2452.	15.28	21.54	23.21	37.50	27.69	44.64	30.56	35.38	19.64	16.67	15.38	12.50
Grade 4	2465.	2501.	2497.	16.25	27.03	22.81	23.75	36.49	43.86	32.50	22.97	17.54	27.50	13.51	15.79
Grade 5	2487.	2463.	2508.	14.47	11.69	33.33	13.16	6.49	11.67	36.84	33.77	26.67	35.53	48.05	28.33
Grade 6		*			*			*			*			*	
All Grades	N/A	N/A	N/A	15.35	19.82	26.59	24.56	23.04	32.95	33.33	30.41	21.39	26.75	26.73	19.08

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.17	24.62	41.07	51.39	46.15	35.71	19.44	29.23	23.21
Grade 4	23.75	44.59	43.86	33.75	33.78	36.84	42.50	21.62	19.30
Grade 5	19.74	12.99	35.00	32.89	19.48	21.67	47.37	67.53	43.33
Grade 6		*			*			*	
All Grades	24.12	27.19	39.88	39.04	32.26	31.21	36.84	40.55	28.90

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.61	26.15	33.93	55.56	44.62	55.36	20.83	29.23	10.71
Grade 4	18.75	22.97	21.05	45.00	56.76	52.63	36.25	20.27	26.32
Grade 5	15.79	12.99	31.67	35.53	44.16	40.00	48.68	42.86	28.33
Grade 6		*			*			*	
All Grades	19.30	20.28	28.90	45.18	48.39	49.13	35.53	31.34	21.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.78	29.23	21.43	55.56	55.38	67.86	16.67	15.38	10.71
Grade 4	22.50	35.14	31.58	43.75	51.35	49.12	33.75	13.51	19.30
Grade 5	17.11	9.09	28.33	47.37	50.65	41.67	35.53	40.26	30.00
Grade 6		*			*			*	
All Grades	22.37	23.96	27.17	48.68	52.07	52.60	28.95	23.96	20.23

Conclusions based on this data:

1. We will improve our Math Performance for all students by 3% each year in each grade level by using performance tasks and the interim benchmark assessments to guide instruction.

2. We will provide small group intervention within the school day for all students.

3. We will provide small group intervention before the school day for all students that have not met or nearly met common core standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	1521.1	*	1521.9	*	1519.6	*	11	7
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	6
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	*
All Grades							42	27

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	16.66	*	*	*	*	*	*	*
1	*	*	*	*	*	*	12.5	*	11	*
2	*	*	*	*	14.28	*	0	*	*	*
3	*	*	*	*	0	*	*	*	*	*
4	*	*	*	*	0	*	*	*	*	*
5	*	*	*	*	*	*	33.33	*	*	*
All Grades	66.67	25.93	*	29.63	*	22.22	*	22.22	42	27

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	16.66	*	*	*	*	*	*	*
1	*	*	0	*	*	*	12.5	*	11	*
2	*	*	*	*	14.28	*	0	*	*	*
3	*	*	*	*	14.28	*	*	*	*	*
4	*	*	*	*	0	*	*	*	*	*
5	*	*	0	*	*	*	33.33	*	*	*
All Grades	73.81	37.04	*	22.22	*	18.52	*	22.22	42	27

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	0	*	*	*	*	*	*	*
1	*	*	*	*	*	*	25.0	*	11	*
2	*	*	*	*	14.28	*	0	*	*	*
3	42.85	*	*	*	*	*	*	*	*	*
4	*	*	*	*	71.42	*	*	*	*	*
5	33.33	*	*	*	*	*	33.33	*	*	*
All Grades	38.10	7.41	28.57	40.74	26.19	22.22	*	29.63	42	27

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*		*	11	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	69.05	29.63	*	51.85	*	18.52	42	27

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	11	*
All Grades	80.95	33.33	*	44.44	*	22.22	42	27

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*	11	*
4	*	*	*	*	*	*	*	*
All Grades	40.48	14.81	50.00	59.26	*	25.93	42	27

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	11	*
4	*	*	*	*	*	*	*	*
All Grades	35.71	22.22	54.76	48.15	*	29.63	42	27

Conclusions based on this data:

1. Due to small sample sizes significant data for analysis is not available.

2. Reading and writing interventions should be provided for students in the somewhat/moderately developed performance level, so students can re-designate before leaving elementary school.

3. We are going to focus on Written Language - Reading and Writing during our designated English language development instruction.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
448	**63.2**	**7.1**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	32	7.1
Foster Youth	4	0.9
Homeless	3	0.7
Socioeconomically Disadvantaged	283	63.2
Students with Disabilities	123	27.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	31	6.9
American Indian	2	0.4
Asian	6	1.3
Filipino	5	1.1
Hispanic	137	30.6
Two or More Races	30	6.7
Pacific Islander	1	0.2
White	235	52.5

Conclusions based on this data:

1. Socioeconomically Disadvantaged students will be monitored for academic progress and provided additional supports as needed.

2. English learners will be monitored and provided support to ensure re-designation by fifth grade.

3. Students with disabilities will be monitored and provided academic support beyond what is designated in their IEP.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Blue		

Conclusions based on this data:

1. Our ELA performance is in the green. This was a slight decline from last year from the blue. The collaboration/intervention model will continue to identify students in need of intervention.

2. Our Math performance is in the blue. This is an increase from last year in the green. The live math pacing guide will continue to be used to drive instruction and results of CFAs and IABs will be analyzed to determine reteaching and intervention priorities.

3. Our Chronic Absenteeism is in the green. This is a significant decrease from the orange last year. The A2A attendance program will continue to notify parents of the importance of regular school attendance.
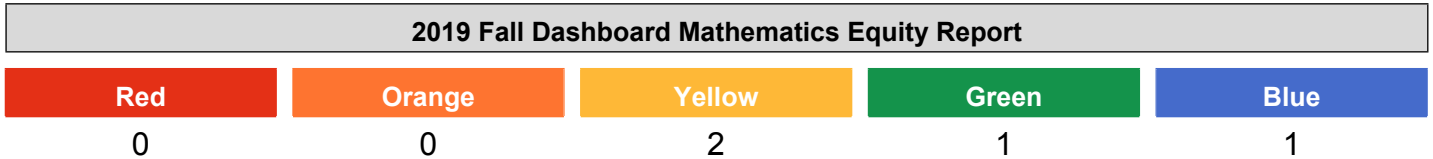
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
12.2 points above standard	9.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.1 points	Increased Significantly ++25.5 points	2
180	20	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	Orange
	9.3 points below standard	46.1 points below standard
	Increased ++6.5 points	Maintained ++1.6 points
	107	45

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
32.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
11	1	1	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
16.9 points below standard	28.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	28 points above standard
Increased ++3.2 points	Declined -3 points	1	Maintained ++0.2 points
47	17		100

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	14.4 points above standard
10	10	Declined -3.8 points
		159

Conclusions based on this data:

1. Most student groups increased or maintained in ELA. Our EL students showed a significant increase of over 25 points.

2. Students with disabilities and socioeconomically disadvantaged students will be monitored for progress in ELA and provided intervention.

3. Hispanic students will be monitored for progress in ELA and provided intervention as needed.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
1.4 points above standard	17.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++19.3 points	Increased Significantly ++38 points	2
180	20	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	Yellow
	29.5 points below standard	62.4 points below standard
	Increased ++8.7 points	Increased Significantly ++27.1 points
	107	45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
23.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
11	1	1	2

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Blue
24.5 points below standard	11.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	14.6 points above standard
Increased ++14.9 points	Increased Significantly ++21 points	1	Increased Significantly ++22.9 points
47	17		100

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.7 points above standard
10	10	Increased Significantly ++16.6 points
		159

Conclusions based on this data:

1. Our overall growth in math was very good.

2. Our socioeconomically disadvantaged group made some growth. These students will be monitored for progress in math and provided intervention as needed.

3. Our Hispanic group made very good growth though they still did not meet the standards. Students will be monitored and intervention will be provided as necessary.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
44.4 making progress towards English language proficiency
Number of EL Students: 18
Performance Level: Low
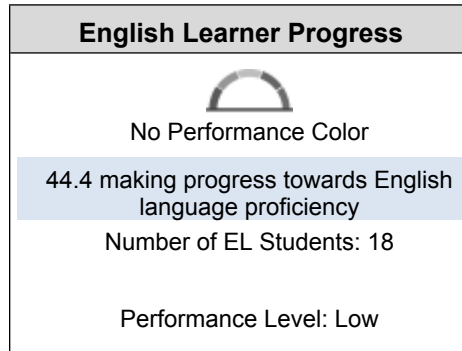
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
4	6	1	7

Conclusions based on this data:

1. The four students who decreased one ELPI level will be provided with targeted designated EL instruction.

2. The six students who maintained their ELPI level will be provided with intervention and support to increase one ELPI level this year.

3. All EL students will be provided with designated and integrated EL instruction on a daily basis to ensure standards mastery and re-designation by 5th grade.

School and Student Performance Data

Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable to this school.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	1	0
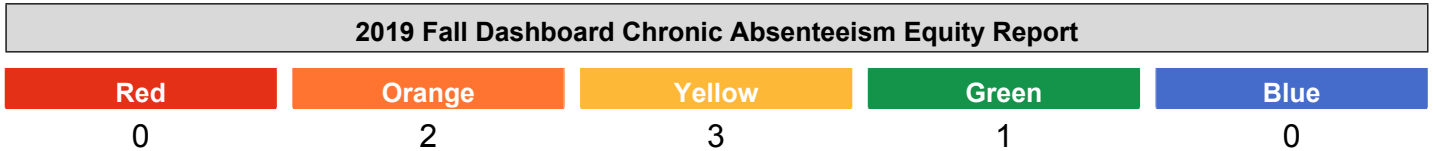
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
10	11.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.9	Declined -5.9	
460	36	4

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	13.2	20.1
	Declined Significantly -3.3	Declined -3.2
3	288	134

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
20	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +7	2	7	6
30			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Orange	No Performance Color	Green
10.1	11.4	Less than 11 Students - Data Not Displayed for Privacy	8.3
Declined -6.1	Increased +1.4	1	Declined -0.9
139	35		240

Conclusions based on this data:

1. Our students with disabilities, SED, and EL have improved their attendance. The A2A attendance program will continue to notify parents about the importance of daily school attendance.

2. Our Hispanic student group has improved their attendance. The importance of school attendance will be discussed at ELAC meetings.

3. Students with disabilities and students of two or more races will be targeted for attendance interventions.

School and Student Performance Data
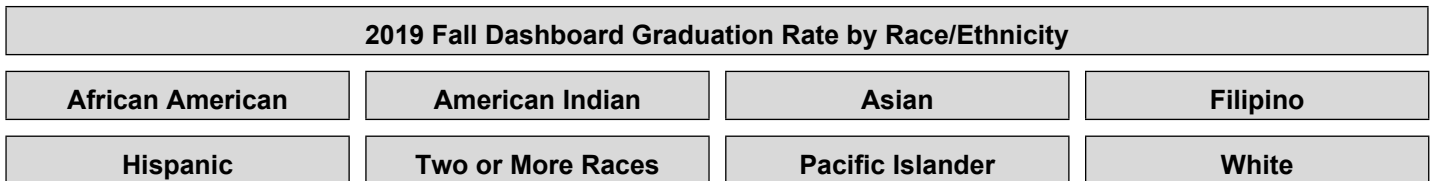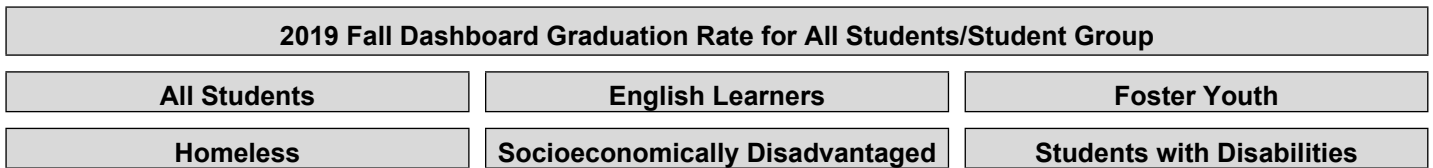
Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.
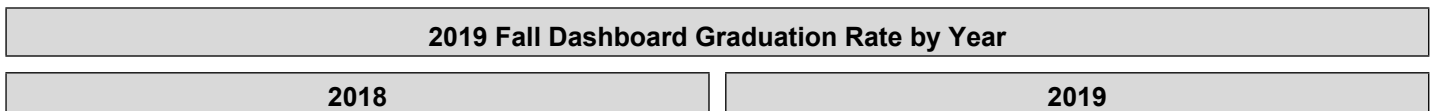
2019 Fall Dashboard Graduation Rate by Year

2018	2019

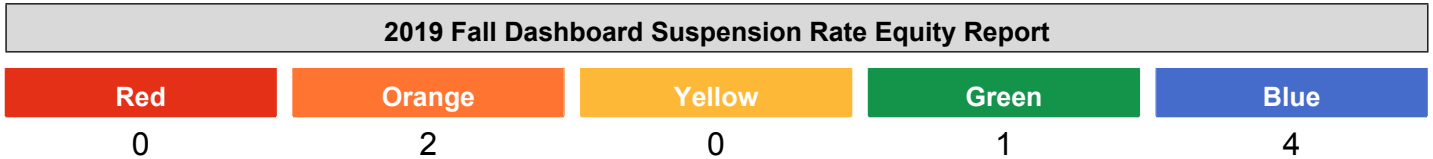**Conclusions based on this data:**

1. Not applicable to this school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	1	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
0.6	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1	Maintained 0	4
479	38	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	1	1.4
4	Maintained +0.2	Increased +0.8
	300	139

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
	2	7	6
Maintained 0			
32			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Blue
1.4	0	Less than 11 Students - Data	0.4
		1	
Increased +0.8	Declined -2.9		Maintained -0.2
146	35		250

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	0.6

Conclusions based on this data:

1. Our All Students suspension rate has declined since last year and is in the green.

2. Hispanic students and students with disabilities will be targeted for interventions to improve school connectedness.

3. We have a focus on using Other Means of Correction (OMC) in our behavior plan and have a well developed PBIS program which decreases suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a rigorous academic program which promises college and career readiness.

Goal 1

Provide a rigorous academic program which promises college and career readiness.

Identified Need

Identified areas of need in SBAC assessment results and Dashboard data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 2 Implementation of Academic Standards Reflection Tool (1-5 lowest to highest)	Progress in making instructional materials aligned to standards in ELA/ELD-5 and math 5	Maintain level 5 full implementation and sustainability
CAASPP Assessments	District 2019 CAASPP Data: ELA 51% Math 36% District: Site: 3rd ELA: 48% 57% 3rd Math: 49% 68% 4th ELA: 50% 58% 4th Math: 45% 67% 5th ELA: 50% 65% 5th Math: 38% 45%	Increase performance in level 3 and 4 by 2% over baseline for all student groups

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Provide non-instructional, basic site operation supplies. (Example: office, classroom, library supplies.)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000.00	General Unrestricted 4000-4999: Books And Supplies Academic supplies, materials, and equipment to support core program
900.00	General Unrestricted 5000-5999: Services And Other Operating Expenditures Printshop costs
1000.00	General Unrestricted 4000-4999: Books And Supplies Health supplies
4980.00	General Unrestricted 4000-4999: Books And Supplies Technology - desktop computers, monitors, printers, radios, projectors, lamps, hover cameras, sound system
1000.00	General Unrestricted 4000-4999: Books And Supplies Envelopes, folders, paper, toner, pens
3006.00	General Unrestricted 4000-4999: Books And Supplies Playground equipment

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards. (Title I)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures District Transportation/Field Trips - These are focused on real world and hands on experiences to support the CCSS - each trip must be approved by the Administrator based on support of CCSS
4800.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Contract/Professional Services (Technology) - Reading Eggs, Math Seeds
762.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Historical Music Assembly for all grades - supports Social Studies and ELA curriculum in each grade level.
7000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Accelerated Reader Books

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3. Richmond Strategy: Implement site technology plan to maintain and replace technology to support substantial implementation of Common Core State Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	General Unrestricted 4000-4999: Books And Supplies Classroom printers
5000.00	General Unrestricted 4000-4999: Books And Supplies Laptops
1000.00	General Unrestricted 4000-4999: Books And Supplies Desktop computers

1000.00	General Unrestricted 4000-4999: Books And Supplies Equipment replacement for headphones, computer mice, and speakers.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4. Provide site assigned projects teacher to coordinate collaboration and intervention model with the principal.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
102,193.00	Title I Part A: Site Assigned ESSA Teacher 1000-1999: Certificated Personnel Salaries Salary and benefits for site assigned projects teacher

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Maximize student engagement and achievement.

Goal 2

Maximize student engagement and achievement.

Identified Need

Identified needs based on SBAC assessment data and Dashboard data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate/Chronic Absenteeism Rate	District Attendance Rate 95.2%; Chronic Absenteeism Rate 11.5% Richmond Attendance Rate 95.9% Richmond Chronic Absenteeism Rate 11.9%	Maintain/Increase attendance rate by 2%; Maintain/Decrease Chronic Absenteeism by 2%
Suspension Rate	District Suspension Rate 6.6%; Richmond Suspension Rate .7%	Decrease/Maintain Suspension rate by .2%
California Healthy Kids Survey	Fall 2018 Survey Summary: 73% of 5th grade felt connected to school all the time	Maintain/Increase school connectedness by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Provide before/after school or lunch time academic interventions. (5,000 C&I, ALL BHS LCFF, Title I to supplement these opportunities)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	LCFF Supp Conc - Intervention (BS/AS) 1000-1999: Certificated Personnel Salaries Teacher Salary for Before School Intervention
994.00	LCFF Supp Conc - Intervention (BS/AS) 3000-3999: Employee Benefits Teacher Benefits for Before School Intervention
1500.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute costs to provide collaboration time within the school day to develop best instructional practices and intervention groups
150.00	Title I Part A: Allocation 3000-3999: Employee Benefits Substitute benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. Provide evidence-based, supplemental academic intervention materials.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Step Up To Writing materials
3000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Anita Archer Rewards - ELA intervention materials
5500.00	Title I Part A: Allocation 4000-4999: Books And Supplies Standards Plus Intervention materials

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Web, Link Crew, etc.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	General Unrestricted 4000-4999: Books And Supplies Counseling supplies - posters, certificates, print shop costs for printing
1000.00	General Unrestricted 4000-4999: Books And Supplies Bulletin boards, signs, materials
300.00	General Unrestricted 4000-4999: Books And Supplies Library supplies - glue and tape
400.00	General Unrestricted 4000-4999: Books And Supplies Certificates for Student Achievement
2700.00	General Unrestricted 5000-5999: Services And Other Operating Expenditures PBIS - Anti-Bullying Assemblies (Prismatic Anti-Bullying Assembly and Dialed Action Sports - BMX Anti-Bullying Assembly)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4. Provide supplemental, Accelerated Reader paraprofessional to support improved reading skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11987.00	Title I Part A: Allocation

	2000-2999: Classified Personnel Salaries Paraprofessional manages the school Accelerated Reader Learning Lab
3264.00	Title I Part A: Allocation 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kinder Students

Strategy/Activity

5. Provide additional support for kindergarten recess

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000.00	General Unrestricted 2000-2999: Classified Personnel Salaries Classified Salary
500.00	General Unrestricted 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At Risk Students

Strategy/Activity

6. Provide Professional Development for Administration and/or Teachers to develop and implement school program compliance requirements

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1150.00	General Unrestricted 4000-4999: Books And Supplies Registration and travel expenses

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Grow family and community partnerships that benefit students.

Goal 3

Grow family and community partnerships that benefit students.

Identified Need

District LCAP Parent Survey results

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Surveys	Spring 2019 LCAP Parent Survey: 73.5% of district-wide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school
Title I Parent Surveys	See 2019 Title I Survey Results Addendum	See 2019 Title 1 Parent Survey Results Addendum

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Engage parents/guardians in ongoing, two-way communication.Provide monthly Family Nights to increase parent/guardian engagement. (Secondary has Donuts with Dads, Coffee with the Principal, etc.)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	General Unrestricted

	4000-4999: Books And Supplies Calendars, newsletters, paper and toner
892.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Homework folders
600.00	Title I Part A: Allocation 4000-4999: Books And Supplies Student planners
1574.00	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Extra Pay to provide Loving Solutions Parent Education
254.00	Title I Part A: Parent Involvement 3000-3999: Employee Benefits Employee Benefits for extra pay
400.00	Title I Part A: Allocation 4000-4999: Books And Supplies Books to support Loving Solutions and light refreshments

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. Provide monthly Family Nights to increase parent/guardian engagement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
285.00	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Light refreshments and supplies for parent/guardian involvement

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Guarantee safe and well-maintained facilities.

Goal 4

Guarantee safe and well-maintained facilities.

Identified Need

Results of Facility Inspection Tool; Dashboard data-local indicators

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facility Inspection Tool	2018 FIT Rating: Good	Maintain/Increase FIT rating

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Support safe and well-maintained facilities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9000.00	General Unrestricted 4000-4999: Books And Supplies Custodial materials and supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Develop, value, and retain a high-quality diverse educational team.

Goal 5

Develop, value, and retain a high-quality diverse educational team.

Identified Need

Dashboard data-local indicators

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number/rate of fully credentialed teachers	Number/rate of fully credentialed teachers: 22/26 or 85%	Maintain/Increase the number/rate of fully credentialed teachers by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Provide professional development in identified area(s) of site need and district initiatives.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Professional Development - Math Conference focus on developing mathematics instruction and assessment processes
800.00	Title I Part A: Allocation

	1000-1999: Certificated Personnel Salaries Substitute Salaries for Math Conference
300.00	Title I Part A: Allocation 3000-3999: Employee Benefits Substitute Benefits for Math Conference

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2. RICHMOND Stragegy: Provide opportunities for teachers to observe best instructional practices on site.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute teacher costs
100	Title I Part A: Allocation 3000-3999: Employee Benefits Substitute benefit costs

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Provide a rigorous academic program which promises college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)	Maintain/Increase APS Level 3 or 4 in ELA/ELD and math	2017-18 APS Rubric Site Scores: ELA/ELD 3.3 and Math 3; 2018-19 Academic Performance Survey (APS) Results: ELA/ELD-4 and math 4
CAASPP Assessments	Increase performance in level 3 and 4 by 2% over baseline for all student groups	2018 ELA 62% and math 43%; 2019 ELA 60% and math 60%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide non-instructional, basic site operation supplies. (Example: office, classroom, library supplies.)	Provided non-instructional, basic site operation supplies.	Academic supplies to support core program 4000-4999: Books And Supplies General Unrestricted 6000.00	Academic supplies to support core program 4000-4999: Books And Supplies General Unrestricted 4696.45
		Printshop costs 5000-5999: Services And Other Operating Expenditures General Unrestricted 4000.00	Printshop costs 5000-5999: Services And Other Operating Expenditures General Unrestricted 594.08
		Health supplies 4000-4999: Books And Supplies General Unrestricted 1500.00	Health Supplies 4000-4999: Books And Supplies General Unrestricted 504.13
		Technology - desktop computers, monitors, printers, radios, projectors, lamps, hover cameras, sound system 4000-4999: Books And Supplies General Unrestricted 8130.00	Technology - desktop computers, monitors, printers, radios, projectors, lamps, hover cameras, sound system 4000-4999: Books And Supplies General Unrestricted 14,027.36
		Envelopes, folders, paper, toner, pens 4000-4999: Books And	Envelopes, folders, paper, toner, pens 4000-4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Supplies General Unrestricted 1000.00	Supplies General Unrestricted 3105.07
		Playground equipment 4000-4999: Books And Supplies General Unrestricted 5000.00	Playground equipment 4000-4999: Books And Supplies General Unrestricted 6705.22
2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards. (Title I)	Provided evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards.	District Transportation/Field Trips - These are focused on real world and hands on experiences to support the CCSS - each trip must be approved by the Administrator based on support of CCSS 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 5190.00	District Transportation/Field Trips - These are focused on real world and hands on experiences to support the CCSS - each trip must be approved by the Administrator based on support of CCSS 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2145.50
		Contract/Professional Services (Technology) - Reading Eggs, Math Seeds 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4800.00	Contract/Professional Services (Technology) - Reading Eggs, Math Seeds 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 4600.09
		Historical Music Assembly for all grades - supports Social Studies and ELA curriculum in each grade level. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 675.00	Historical Music Assembly for all grades - supports Social Studies and ELA curriculum in each grade level. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 675.00
		Accelerated Reader Books 4000-4999: Books And Supplies Title I Part A: Allocation 2585.00	Accelerated Reader Books 4000-4999: Books And Supplies Title I Part A: Allocation 2691.96
3. Richmond Strategy: Implement site technology plan to maintain and replace technology to support substantial implementation of	Implemented site technology plan to maintain and replace technology to support substantial implementation of	Classroom printers 4000-4999: Books And Supplies General Unrestricted 2000.00	Classroom printers 4000-4999: Books And Supplies General Unrestricted 0
		Laptops 4000-4999: Books And Supplies	Laptops 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Common Core State Standards.	Common Core State Standards.	General Unrestricted 5000.00	General Unrestricted 360.47
		Desktop computers 4000-4999: Books And Supplies General Unrestricted 1000.00	Desktop computers 4000-4999: Books And Supplies General Unrestricted 2015.62
		Equipment replacement for headphones, computer mice, and speakers. 4000-4999: Books And Supplies General Unrestricted 1000.00	Equipment replacement for headphones, computer mice, and speakers. 4000-4999: Books And Supplies General Unrestricted 0
			Two-way radios 4000-4999: Books And Supplies General Unrestricted 3924.97
			Computer Monitors 4000-4999: Books And Supplies General Unrestricted 276.14
4. Provide site assigned projects teacher to coordinate collaboration and intervention model with the principal.	Provided site assigned projects teacher to coordinate collaboration and intervention model with principal.	Salary and benefits for site assigned projects teacher 1000-1999: Certificated Personnel Salaries Title I Part A: Site Assigned ESSA Teacher 98,542.00	Salary and benefits for site assigned projects teacher 1000-1999: Certificated Personnel Salaries Title I Part A: Site Assigned ESSA Teacher 98,542.00

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, with the exception of: over allocating or under allocating in certain areas like academic supplies, office supplies, technology, and playground equipment.

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

Overall, the actions/services were effective in meeting Goal 1. 2018-19 site Academic Program Survey data demonstrate that progress towards "academic program aligned with the State Standards that supports students with equal opportunity" has been maintained.

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

Material differences between budgeted and actual expenditures are related to partial implementation of planned actions/services. Radios were an unanticipated expense and technology needs were in different areas than expected.

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

The Academic Program Survey (APS) will be replaced with the California School Dashboard Priority 2 Local Indicator-Implementation of Academic Standards Reflection Tool which will measure progress in making instructional materials aligned to standards in ELA/ELD and math.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Maximize student engagement and achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate/Chronic Absenteeism Rate	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1%	District Attendance Rate Increased .2%; Chronic Absenteeism Rate Increased 1.3%; Richmond Chronic Absenteeism maintained
Suspension Rate	Decrease/Maintain Suspension rate by 1%	District Suspension Rate 6.6%; Richmond Suspension Rate .7%; Declined .8%
California Healthy Kids Survey	Maintain/Increase school connectedness by 1%	Fall 2017 78% of 5th graders fee connected; Fall 2018 Survey Summary: 73% of 5th grade felt connected to school all the time

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide before/after school or lunch time academic interventions. (5,000 C&I, ALL BHS LCFF, Title I to supplement these opportunities)	Provided before/after school or lunch academic interventions.	Teacher Salary for Before School Intervention 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 4500.00	Teacher Salary for Before School Intervention 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 4500.00
		Teacher Benefits for Before School Intervention 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 500.00	Teacher Benefits for Before School Intervention 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 500.00
		Substitute costs to provide collaboration time within the school day to develop best instructional practices and intervention groups 1000-1999: Certificated Personnel Salaries Title	Substitute costs to provide collaboration time within the school day to develop best instructional practices and intervention groups 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		I Part A: Allocation 1500.00	
		Substitute benefits 3000-3999: Employee Benefits Title I Part A: Allocation 150.00	Substitute benefits 3000-3999: Employee Benefits Title I Part A: Allocation 0.00
2. Provide evidence-based, supplemental academic intervention materials.	Provided evidence-based, supplemental academic intervention materials.	Step Up To Writing materials 4000-4999: Books And Supplies Title I Part A: Allocation 2415.00	Step Up To Writing materials 4000-4999: Books And Supplies Title I Part A: Allocation 2595.59
		Anita Archer Rewards - ELA intervention materials 4000-4999: Books And Supplies Title I Part A: Allocation 4000.00	Anita Archer Rewards - ELA intervention materials 4000-4999: Books And Supplies Title I Part A: Allocation 827.35
		Standards Plus Intervention materials 4000-4999: Books And Supplies Title I Part A: Allocation 5500.00	Standards Plus Intervention materials 4000-4999: Books And Supplies Title I Part A: Allocation 2673.28
3. Implement student engagement strategies and/or programs including but not limited to Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Web, Link Crew, etc.	Implemented student engagement strategies and programs.	Counseling supplies - posters, certificates, print shop costs for printing 4000-4999: Books And Supplies General Unrestricted 500.00	Counseling supplies - posters, certificates, print shop costs for printing 4000-4999: Books And Supplies General Unrestricted 71.60
		Postcards and postage for teachers to send home positive notes to parents 4000-4999: Books And Supplies General Unrestricted 500.00	Postcards and postage for teachers to send home positive notes to parents 4000-4999: Books And Supplies General Unrestricted 0
		Library supplies - glue and tape 4000-4999: Books And Supplies General Unrestricted 300.00	Library supplies - glue and tape 4000-4999: Books And Supplies General Unrestricted 0
		Certificates for Student Achievement 4000-4999: Books And Supplies General Unrestricted 400.00	Certificates for Student Achievement 4000-4999: Books And Supplies General Unrestricted 1143.83

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		PBIS - Anti-Bullying Assemblies (Prismatic Anti-Bullying Assembly and Dialed Action Sports - BMX Anti-Bullying Assembly) 5000-5999: Services And Other Operating Expenditures General Unrestricted 1700.00	PBIS - Anti-Bullying Assemblies (Prismatic Anti-Bullying Assembly and Dialed Action Sports - BMX Anti-Bullying Assembly) 5000-5999: Services And Other Operating Expenditures Other 0
4. RICHMOND Strategy: Provide supplemental, Accelerated Reader paraprofessional to support improved reading skills.	Provided supplemental Accelerated Reader paraprofessional to support improved reading skills.	Paraprofessional manages the school Accelerated Reader Learning Lab 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 11987.00	Paraprofessional manages the school Accelerated Reader Learning Lab 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 11987.00
		Employee Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 3264.00	Employee Benefits 3000-3999: Employee Benefits Title I Part A: Allocation 3264.00

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned, with the exception of no funds were spent for substitutes and benefits for teachers to collaborate, library supplies or communication supplies for teachers.

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

Overall, the actions/services did have a consistent, effective impact in meeting Goal 2 both at the site level. Area of focus for the district and site continue to be in math achievement.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. The PBIS assembly was funded by the PTO.

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.

Site allocations will be redistributed based on needs identified for the current school year.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Grow family and community partnerships that benefit students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Parent Surveys	Maintain/Increase percentage of parents feeling welcome at school	2018-82% and 2019-73.5%; Declined 8.5%
Title I Parent Surveys	See 2019 Title 1 Parent Survey Results Addendum	See 2019 Title 1 Parent Survey Results Addendum

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Engage parents/guardians in ongoing, two-way communication.Provide monthly Family Nights to increase parent/guardian engagement.	Engaged parents/guardians in on-going, two-way communication to increase parent engagement. Provided monthly family nights.	Calendars, newsletters, paper and toner 4000-4999: Books And Supplies General Unrestricted 2000.00	Calendars, newsletters, paper and toner 4000-4999: Books And Supplies General Unrestricted 1692.64
		Copier leases 2 @ $100.00 per month 4000-4999: Books And Supplies General Unrestricted 3000.00	Copier leases 2 @ $100.00 per month 4000-4999: Books And Supplies General Unrestricted 0
		Homework folders 4000-4999: Books And Supplies Title I Part A: Parent Involvement 850.00	Homework folders 4000-4999: Books And Supplies Title I Part A: Parent Involvement 955.31
		Student planners 4000-4999: Books And Supplies Title I Part A: Allocation 350.00	Student planners 4000-4999: Books And Supplies Title I Part A: Allocation 300.49
		Extra Pay to provide Loving Solutions Parent Education 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1574.00	Extra Pay to provide Loving Solutions Parent Education 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1574.00
		Employee Benefits for extra pay 3000-3999: Employee Benefits Title I	Employee Benefits for extra pay 3000-3999: Employee Benefits Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Part A: Parent Involvement 254.00	Part A: Parent Involvement 254.00
		Books to support Loving Solutions and light refreshments 4000-4999: Books And Supplies Title I Part A: Parent Involvement 400.00	Books to support Loving Solutions and light refreshments 4000-4999: Books And Supplies Title I Part A: Parent Involvement 476.19
2. Provide monthly Family Nights to increase parent/guardian engagement.	Provided monthly family nights to increase parent/guardian engagement.	Light refreshments and supplies for parent/guardian involvement 4000-4999: Books And Supplies Title I Part A: Parent Involvement 285.00	Light refreshments and supplies for parent/guardian involvement 4000-4999: Books And Supplies Title I Part A: Parent Involvement 800.00

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned with the exception of the copier lease was not taken from the site budget. The light refreshments and supplies were under-budgeted.

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

Overall, the actions/services did have a consistent, effective impact on meeting goal 3 at the site level but not the district level. Site Title I Parent Survey results indicate that the strategies/activities were effective in meeting Goal 3.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

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.

Budget allocations will be adjusted to meet the site needs identified this year.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

Guarantee safe and well-maintained facilities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection Tool	Maintain/Increase FIT rating	FIT rating maintained at good

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Support safe and well-maintained facilities.	Supported safe and well-maintained facilities.	Custodial supplies 4000-4999: Books And Supplies General Unrestricted 8000.00	Custodial supplies 4000-4999: Books And Supplies General Unrestricted 7982.21

Analysis

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

As noted in the "Actual Actions/Services" section above, all actions and services were implemented as planned.

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

Site Title I Parent Survey results indicate that the strategies/activities were effective in meeting Goal 4.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

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.

Strategies and activities will be adjusted to meet site needs.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

Develop, value, and retain a high-quality diverse educational team.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number/rate of fully credentialed teachers	Maintain/Increase the number/rate of fully credentialed teachers by 2%	22/26 Fully Credentialed Teachers 85%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide professional development in identified area(s) of site need and district initiatives.	Provided professional development in identified areas of site need and district initiatives.	Professional Development - Math Conference focus on developing mathematics instruction and assessment processes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 7000.00	Professional Development - Math Conference focus on developing mathematics instruction and assessment processes 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 7170.44
		Substitute Salaries for Math Conference 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 700.00	Substitute Salaries for Math Conference 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2768.00
		Substitute Benefits for Math Conference 3000-3999: Employee Benefits Title I Part A: Allocation 200.00	Substitute Benefits for Math Conference 3000-3999: Employee Benefits Title I Part A: Allocation 400.83
2. RICHMOND Stragegy: Provide opportunities for teachers to observe best instructional practices on site.	Provided opportunities for teachers to observe best practices on site.	Substitute teacher costs 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1000	Substitute teacher costs 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1000
		Substitute benefit costs 3000-3999: Employee Benefits Title I Part A: Allocation 100	Substitute benefit costs 3000-3999: Employee Benefits Title I Part A: Allocation 100

Analysis

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

As noted in the "Actual Actions/Services" section above, all planned actions and services were implemented.

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

Overall, the actions/services did have a consistent, effective impact in meeting Goal 5.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

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.

Professional development opportunities will be adjusted to fit site identified needs.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	47,936.00	0.00
Title I Part A: Allocation	55,163.00	0.00
Title I Part A: Parent Involvement	3,005.00	0.00
LCFF Supp Conc - Intervention (BS/AS)	5,994.00	0.00
Title I Part A: Site Assigned ESSA Teacher	102,193.00	0.00

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$160,361.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$214,291.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$55,163.00
Title I Part A: Parent Involvement	$3,005.00

Subtotal of additional federal funds included for this school: $58,168.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
General Unrestricted	$47,936.00
LCFF Supp Conc - Intervention (BS/AS)	$5,994.00

| Title I Part A: Site Assigned ESSA Teacher | $102,193.00 |

Subtotal of state or local funds included for this school: $156,123.00

Total of federal, state, and/or local funds for this school: $214,291.00

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

NA Secondary Students

Name of Members	Role
Michael Yancey	Principal
Sherry-Kay Browne	Classroom Teacher
Susan Wood	Classroom Teacher
Jennifer Shultz	Classroom Teacher
Brianne Albrecht	Other School Staff
Jaymes Smith	Parent or Community Member
Kim Thayer	Parent or Community Member
Erin McCombs	Parent or Community Member
Traci Worthley	Parent or Community Member
Lisa Burchett	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature   **Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 12-13-19.

Attested:

Principal, Michael Yancey on 12-13-19

SSC Chairperson, Lisa Burchett on 12-13-19

QUESTIONS   RESPONSES   113

113 responses

Not accepting responses

Message for respondents

This form is no longer accepting responses

| SUMMARY | **INDIVIDUAL** |

Demographic

Grade level(s) of child(ren) at this school

Check all that apply

113 responses

Grade	Responses
Kindergarten	23 (20.4%)
1st grade	31 (27.4%)
2nd grade	29 (25.7%)
3rd grade	29 (25.7%)
4th grade	18 (15.9%)
5th grade	17 (15%)
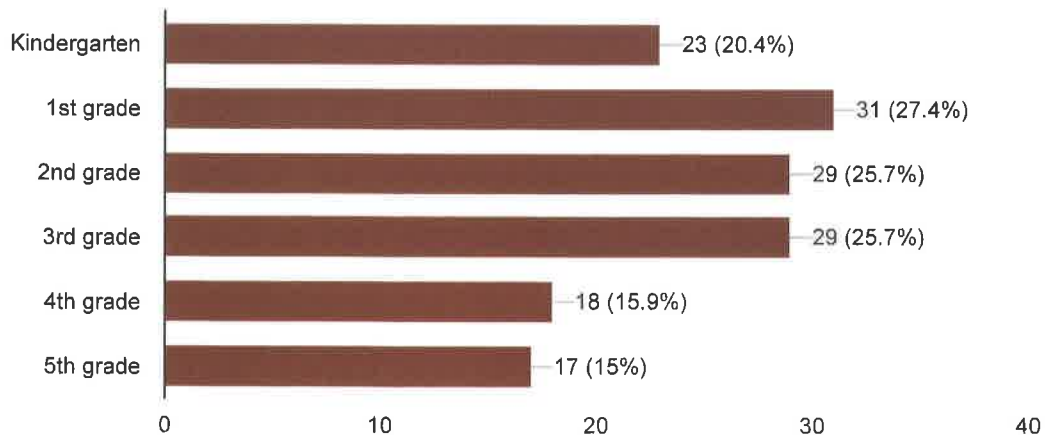
Parent is a active member of

113 responses

PTO	5 (4.4%)
SSC	2 (1.8%)
ELAC	0 (0%)
Other group	3 (2.7%)
None	104 (92%)
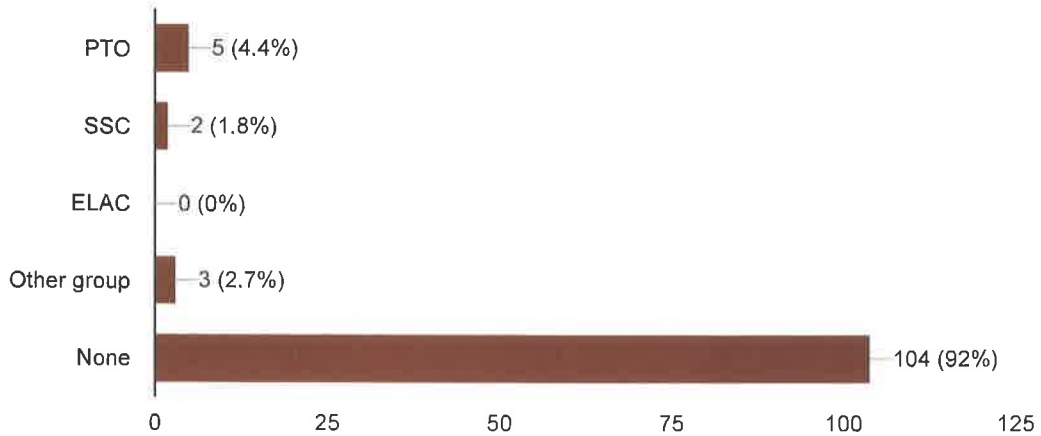
How long have you been a parent at this school

113 responses
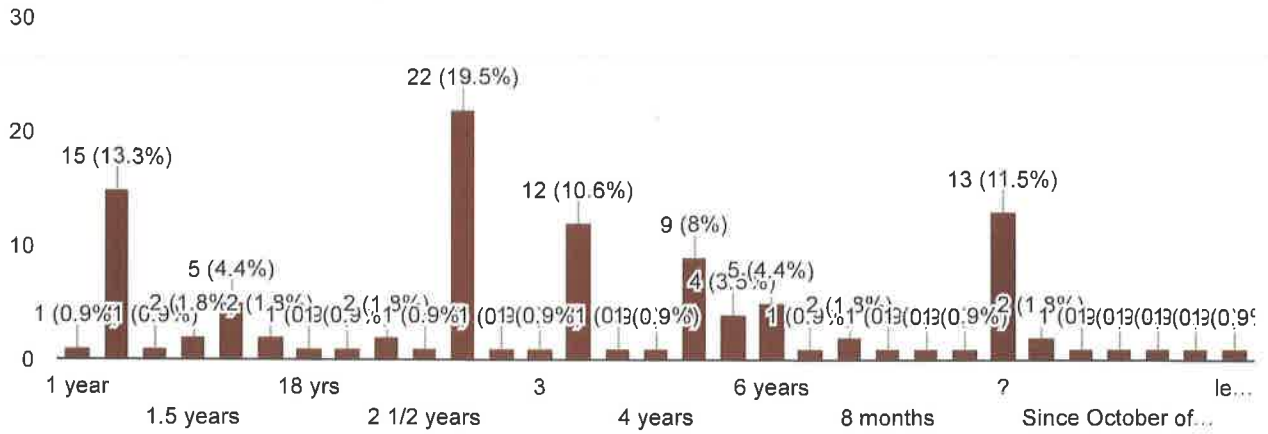
School Culture

Parents are greeted warmly and courteously when they visit the school.

113 responses

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

45.1%
38.9%
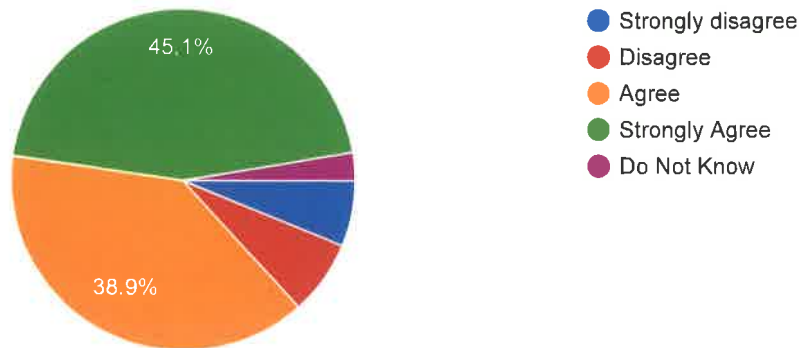
Parents are encouraged to participate in their child's education.

113 responses

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

55.8%
37.2%
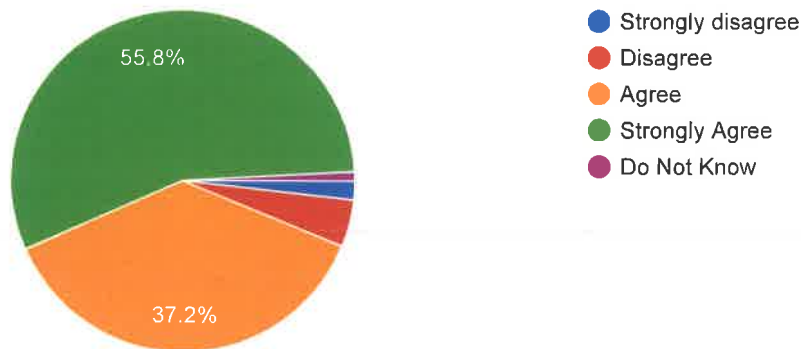
My child feels safe at this school.

113 responses

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

64.6%
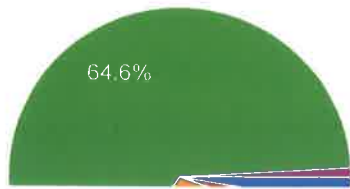
The student discipline is appropriate in this school.

113 responses

37.2%

15.9%

37.2%
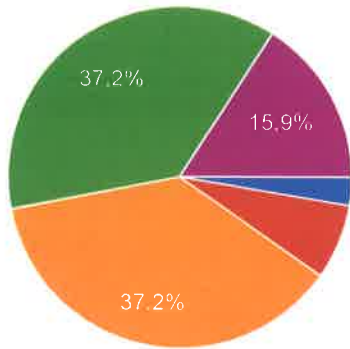
Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

Positive behavior is acknowledged frequently.

113 responses

56.6%

8%

31%
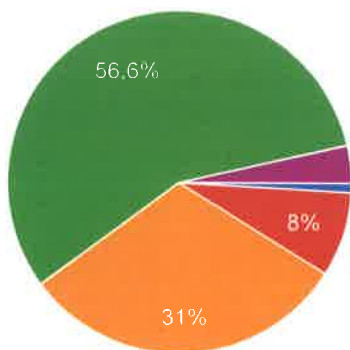
Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

My child has opportunities to develop respect, responsibility, and problem - solving skills.

113 responses

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

58.4%

32.7%
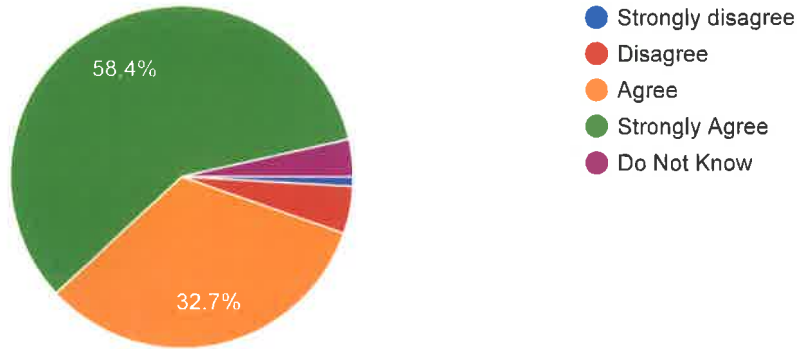
My child and I find that the school is well maintained and a pleasant place in which to spend time.

113 responses

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

47.8%

39.8%
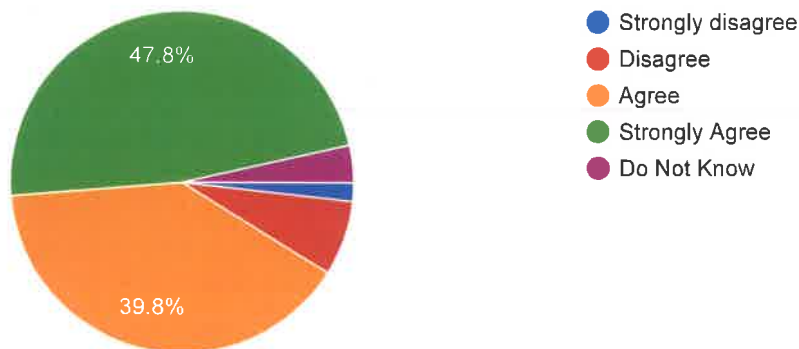
Superstars, Student of the Month, AR, and AM are celebrated at regular assemblies to motivate students to achieve.

113 responses

Strongly disagree
Disagree
Agree
Strongly Agree
Do Not Know

51.3%
29.2%
9.7%
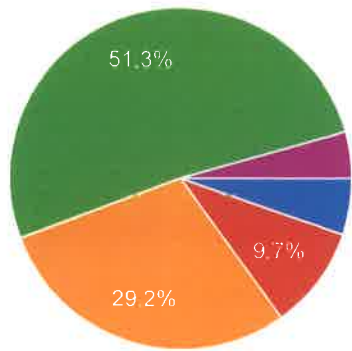
There is a tone of high standards, positive messages, and high expectations of everyone at this school.

113 responses

Strongly disagree
Disagree
Agree
Strongly Agree
Do Not Know

50.4%
31.9%
8.8%
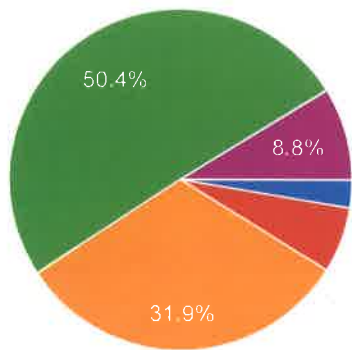
Parent / Community Involvement

Parents are invited and encouraged to visit the school.

113 responses

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly Agree

50.4%

Parents are invited and encouraged to assist as a volunteer.

113 responses
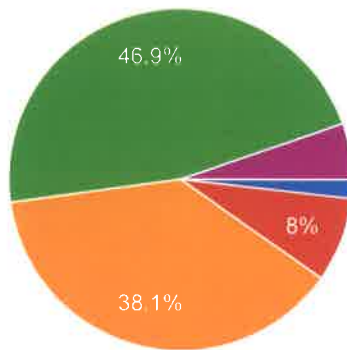
46.9%

38.1%

8%

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

Parents are invited and encouraged to attend school functions such as parent/teacher conferences, family nights, or other special school events.

113 responses
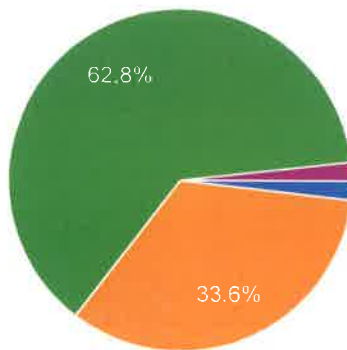
62.8%

33.6%

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

Parents are invited and encouraged to serve on important committees.

113 responses

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

44.2%
7.1%
41.6%
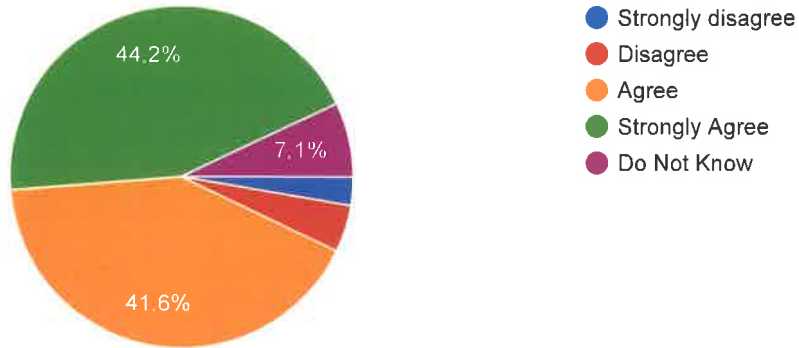
Activities for parents are scheduled at times and places that are convenient for parents.

113 responses

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

38.1%
10.6%
43.4%
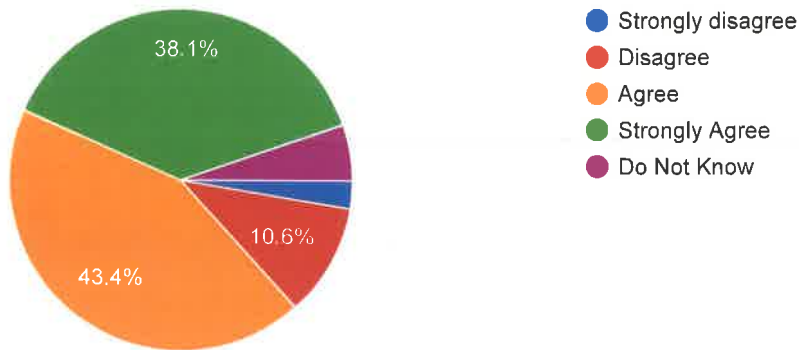
Translation services are offered as needed.

113 responses
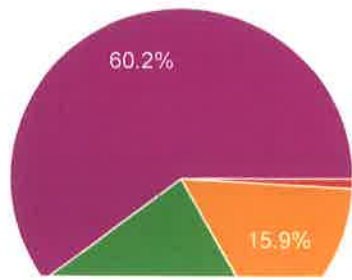
- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

60.2%

15.9%

Parents know who to go to when they have concerns or questions.

113 responses

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

41.6%

44.2%
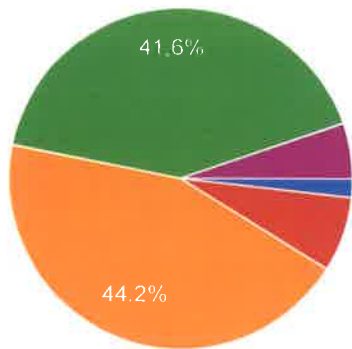
The school has a handbook that is given to all parents at the beginning of the year or upon request.

113 responses

Strongly disagree
Disagree

The school calendar and newsletter provides valuable information to parents.

113 responses

54.9%

34.5%
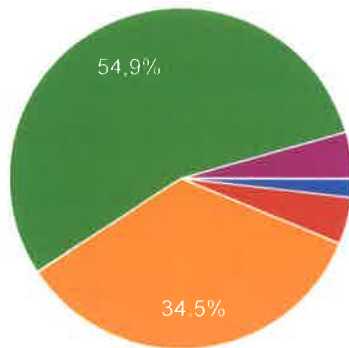
Strongly disagree
Disagree
Agree
Strongly Agree
Do Not Know

Materials are provided to parents in a language they can understand.

113 responses

54%

15.9%

28.3%
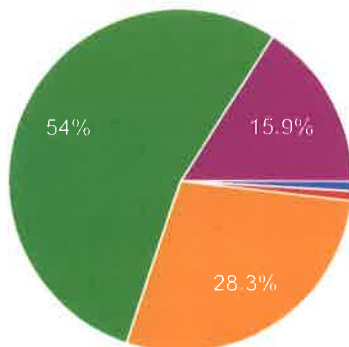
Strongly disagree
Disagree
Agree
Strongly Agree
Do Not Know

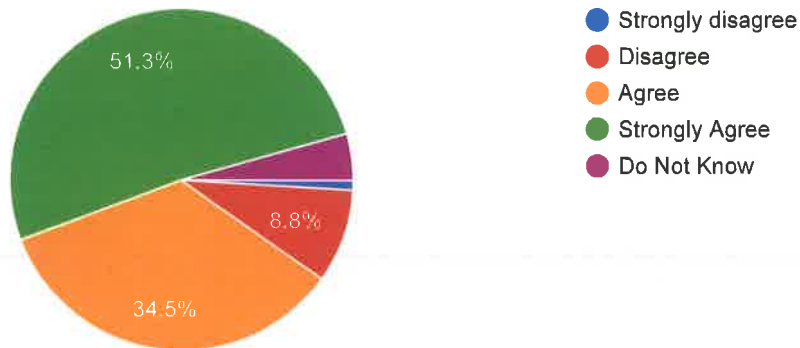## Someone is available in the school office who speaks the language of the

parents.

113 responses

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

32.7%
38.1%
23%
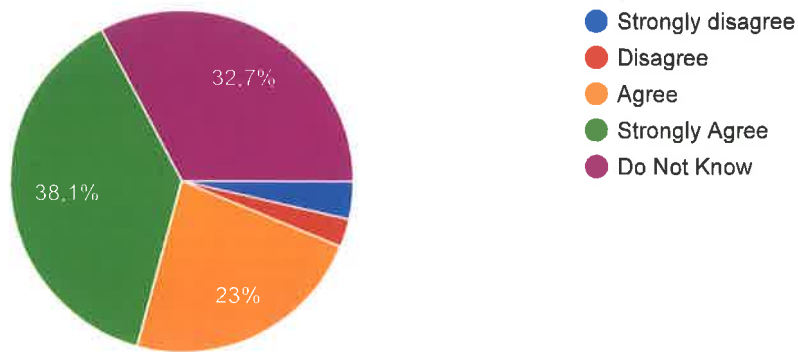
Teachers communicate often with parents.

113 responses

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

51.3%
8.8%
34.5%

Standards and Assessment

This is a school with high academic standards for all students.

113 responses

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

46.9%
9.7%
8.8%
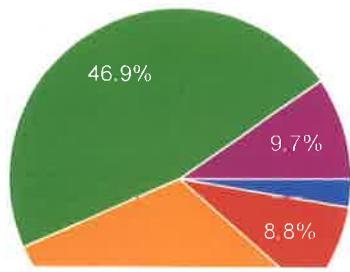
I know the standards my child must meet.
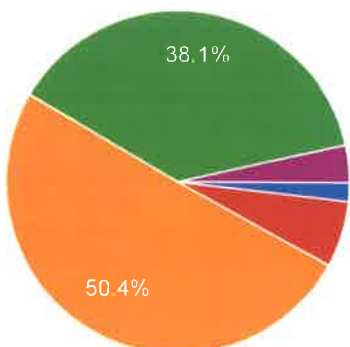
113 responses

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

46%
46.9%
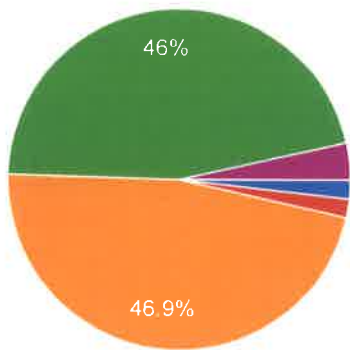
I understand clearly how my child's work will be graded.
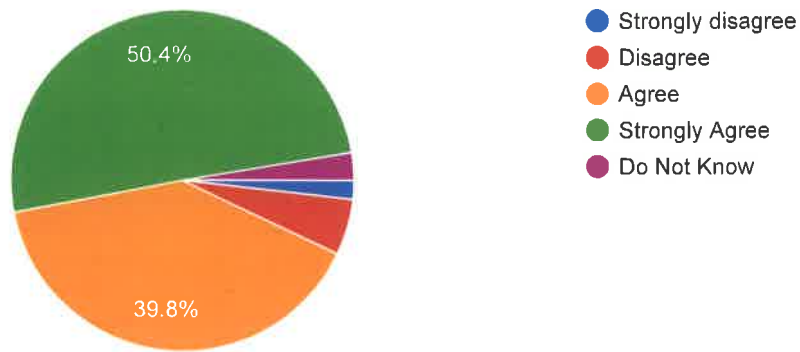
113 responses

Legend:
- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

38.1%
50.4%

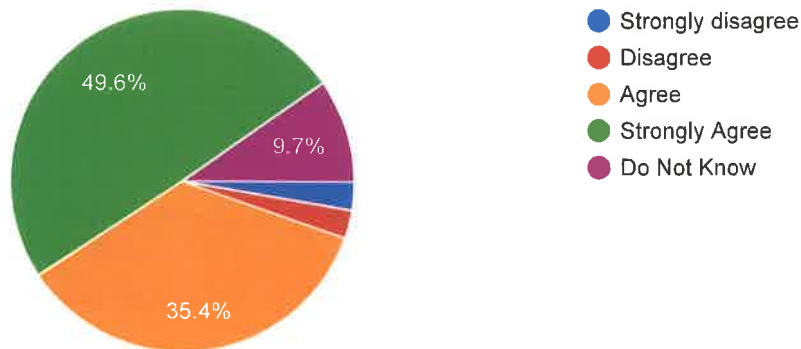# Parents are fully informed about their child's academic progress through progress reports or conferences.
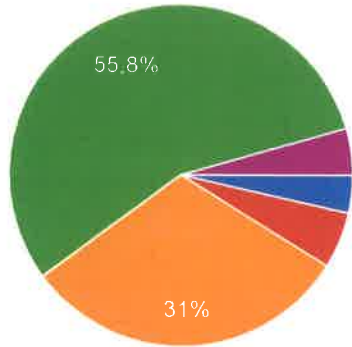
113 responses

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

50.4%

39.8%

Teaching and Learning

All students have equal opportunity to learn at this school.

113 responses

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

49.6%

9.7%

35.4%

My child is making good progress in reading.

My child is making good progress in writing.

113 responses
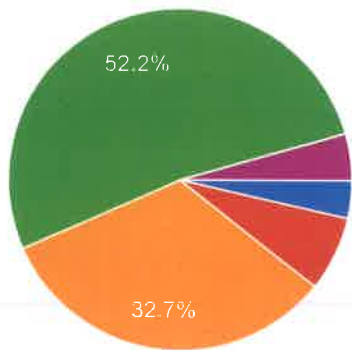
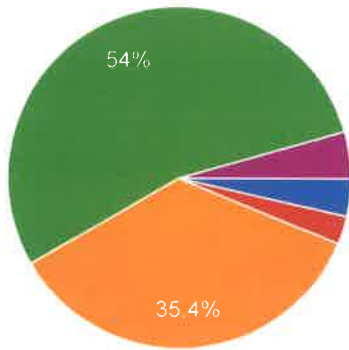## My child is making good progress in math.

113 responses

55.8%

- Strongly disagree
- Disagree
- Agree

My child has regularly assigned homework.
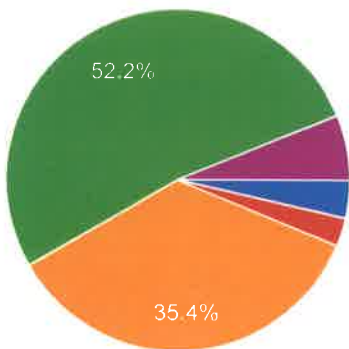
113 responses

54%

35.4%

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

My child is getting a good education.

113 responses

52.2%

35.4%

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Do Not Know

What do you like about this school?

55 responses

My daughter enjoys her class.

small size

Wonderful people, and great school spirit

My son with Autism is not excluded and my other sons are always challenged to do their best.

This school supports American Values, encourages proper behavior, and has great staff!

The communication and involvement

I really like the teacher's weekly letter telling us what work is taking place at the school(letter, math, ect) and specific way parents can help at home(ie.gives specific example on how to ask our child about letters or math problems).

That it is on point with the special needs programs

The teachers, programs, superstars, AR/AM programs

The teachers...especially Mrs. Wood and Mrs. VanNevel. I also like being able to come volunteer in my child's class and feel welcome at school.

Amazing and caring teachers!

Small size

I like this school because it has teachers that treat every child equally and put equal attention to their needs.

The kindness of her teacher Mrs. Wood

The teachers

Not impressed. There was an incident at special ed 1st grade. The first time we were made aware of the situation the China Lake Police called us on a Sunday night. I have requested numerous times for the principal to call us to discuss this situation. No attempt was ever made. Totally disappointing

They provide a positive environment for all children to learn, the teaching staff is amazing!

Communication and genuine caring about the students

Location and staff

Safety

It's safe.

The teachers are wonderful. Kids feel safe. We LOVE all of the recess; we feel those breaks are important for young kids. Grateful for the care and guidance offered to our child getting ready for middle school.

Not much

The staff is wonderful and truly cares about the students at Richmond.

Focus on reading

It appears that most of the parents are interested on our kids education they value and worried for our kids progress.

The way the teacher and Para's tend to my grandson

I am pleased with Richmond, my children enjoy it very much.

Special Ed(Moroz) is doing an outstanding job. Special Ed, and Wong have been accommodating and effectively teaching my student.

The positive attitude and recognition programs.

Very friendly staff

The school feels like a second home for my children.

My children feel safe and can express them self and learn

School feels like a second home for my kids

How much school spirt and pride there is! The Holiday program!

I like how I am always able to associate with teacher when I have questions

The teachers are great

Nice staff

Open communication, keeping us informed (good or bad)

Great staff (mostly)

I like all of it, nothing to complain about.

Child loves it

School starts at 9

Friendly children and staff who work with me

Welcoming, inclusion

The expectations/standards

I like how kind and understanding the teachers are

Friendly environment, understands military families

Nothing

It's safe

AR/AM

School pride, value enforcement, anti bullying, my child's teacher, safety, principal

Good school. I attended there as well.

Teachers seem to really care about their students.

The staff and location on base.

What specific activities, events, and/or programs do you and your child believe have been most beneficial this year?

43 responses

AR

RIFF was good

Bob

AR/AM

We love Flag raising, and the assembly each month

AR, AM, AAA programs, RSP, Speech, Family Nights, and career lunches

The resources which are provided for my child

AR/AM, library

The AR program, and AR parties have motivated my child.

Accelerated Reading

We have enhoyed the Family Nights

AR program

AR and superstars

Ar am

All

Star charts for progress.

BOB, family nights, helping with Student Council, field trips, recess.

Family Nights, Junior Olympics, Book Fairs

BOB

I do not know the schedule or specific activities that they do through the day but I can see that our teacher has integrity and interest for my child's education.

Wax museum

His communication tablet

Jr. Olympics was fun! 3rd grade Wax Museum

Excellerated math and reading

Mrs. Williams behavior chart helps my daughter.

Basketball, science fair, I do not like that we waste so much time on Superstars.

Superstars makes my kids work hard to get noticed and get to go on risers in front

Social interactions.

Don't know new student almost at the end of the year.

Not sure.

My son enjoys the career lunch and the Junior Olympics. We agree.

AM/AR, Superstars, Read-a-Thon, basketball

The superstar assemblies

BOB, AR, AM

Science

The class parties, Star student assemblies, and accelerated reader recognition are great.

AR and Superstars

None

Not sure

Reading Fair, AR, Art program(Polen), family dinner, shout outs, student of the month

Morning announcements, lunch clubs, and the Wax Museum.

What would you like to see at the school?

40 responses

More alignment between math and common core standards. More of the eight mathematical practices in the classroom. Less accelerated math, is it deepening the mathematical thinking needed on the common core? Is it a good use of instructional time? Many school districts dropped accelerated math several years ago. More focus on writing, less focus on AR. More professional development for teachers in common core math. New science adoption needed to align with NGSS.

Better communication

Autism Awareness assembly or teachings

No homework

Updated blacktops, safe water, cleaner bathrooms for kids and adults. Yard duties who WATCH kids at lunch

Organized sports/gym/music/art outside of their regular teacher

More athletic programs

Gifted programs for children ahead of the class

More field trips. and stem activities for younger kids

A play ground for the older students

More opportunities for fun, success, and individualized approaches to best meet the needs of special education students

Carnival

Big sunshade over the playground.

More communication. At other schools, we have had teachers at the beginning of the year ask parents if they would like to be included on a class roster, and if so, what information they would like included on the roster (phone number, email, and/or address). If the parent chose to be on the roster, they would receive a roster of the kids whose parents also elected to be on the roster. This helped with outside school activities. I like seeing teachers who use apps or email to communicate. The school has improved this year with use of ParentSquare.
I would also like more opportunities to volunteer, even if not in my kids' classrooms. Can parents help at the book fair, library, etc? My kids like it when I show up. I'd like more opportunity to show up.
Also, I think the AM program needs to be updated. It is tedious to do AM so my kids avoid it even though they are good in math.

A more professional and friendly welcome from the office secretary.

Qualified teachers in special ed and regular ed, true and consistent mainstreaming. What is done now is a joke and an insult to all of our students.

Less Superstars!! I do not think monthly assemblies are very motivating to students when the same students are being recognized every single time. Proper maintenance of facilities!! Just because a new school is in the works doesn't mean that Richmond should become the forgotten step child. Paint the school!

I like what I see so far

Teachers to be held accountable if they are not meeting standards. For the principal to have more of the tough conversations with the teachers and parents and offer solutions to issues not just listening.

Less Super Star assemblies. Good to recognize student achievement, but its too much!

Larger facility for assemblies and such

After school activities

A new front office secretary. An equal distribution in the 5th grade classes and not one teacher"drafting" who she thinks are best students.

More sports offered like archery

Great job!

Unsure haven,t been at the school long enough

More supervision at recess for bullying; being able to clap for students at the assemblies, the 'silent clap' is demotivating; super stars assemblies being held in the auditorium instead of the large classroom. Superstars assemblies could use a lot of improvement and therefore be more fun and motivating, could be less cheesy. Also, don't think holding them monthly is necessary, having the assemblies quarterly would warrant a lot more parent involvement. It would be a bigger deal and less redundant.

music program

Music program; Science excursions and activities that allows them to explore.

More accountability for students and staff (and admin)

AR tests-just in the past few months my child has been encouraged to take them.

Dollar dances on Friday for kids. (During lunch) Family movie night

More clubs, more thought into WINN enrichment

Music/Arts/Science/Dance team/Acting plays

Is there a chesss club?

More activities that are available for working parents

More diversity, The school represents the military and unfortunately is not represented in the same manner.

Better communication and better front desk staff that is courteous and nice. Lot of parents do not like calling.

A friendlier front office person

Proper maintenance and new paint, more playground equipment, programs for gifted students.

Please feel free to further comment on any item listed above or not asked.

18 responses

I would like more parents involvement in the classroom.

The secretary is not very friendly or welcoming and the school has a very poor integration for new students from out of state.

Special ed students should NOT be doing manual labor around the school but are at school for an education like all students.

Gwen's the front lady worker seems to be always overwhelmed with so much work and perhaps that is the reason why she is not very polite sometimes but seems that she runs the whole office. Perhaps bring extra help will help her and us to feel more at ease when we have to ask questions to her.

We have had to teach our son almost all academics for his K grade level due to no structure, consistency in the classroom. In addition, we have had to purchase a reading program to teach our child to read so he is not behind in grade 1. Multiple conferences were conducted and structure and consistency never improved. In addition, while volunteering during lunch /recess on multiple occasions the noon duty staff was not professional and offered no support the children. Children in the lunchroom were chaotic and were not provided social support at recess. Super intendent was contacted with no response.

Regular assemblies are too frequent,quarterly would be plenty. Often the same students recognized. Leaving others disengaged or discouraged. Overall, very pleased with the school education. Love the breaks(recess) and outdoor time!

Excellent job all around we are very satisfied

I would like to be informed before a progress report if my child is at risk or falling behind in any specific areas.

My third grader has been given cold lunch far too many times! My fifth grader is in a class that gets told by subs that they are bad! And the administration never seems to be able to answer questions. Front office lady is very rude.

Front desk lady could smile

I am most disappointed how long it takes for my kids to get home, the amount of time they have to wait at school before bus even picks them up.

Encourage students to eat breakfast, even if at school.
Office lady doesn't greet people upon entering the school, doesn't respond to 'hello', doesn't say 'bye' when hanging up the phone, etc./i.e. normal customs and courtesies. Also, she dropped the ball on requesting school records - which had consequences on my child's ability to enter into certain programs. I was not informed until 6 months after my child started at this school, and I was not informed by the office staff, found out though my child's teacher.

Enjoy the Blooms app. Great way to communicate with teacher.

Parents were not asked to volunteer until March.

More tutoring courses that assist military children in transition all the time. I have submitted my name as a volunteer and have received no contact within the year. I believe this is due to the lack of communication thestaff and teachers have.

Front office lady is rude.Very rude in person and on phone, gives attitude

Quarterly Superstars and only TOP 5 AR! Too many students are being awarded because of the 3-way ties! Also, fix the sound system in the Annex!