

# School Plan for Student Achievement

**LEA:** Mt. Diablo Unified School District  
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**SPSA Year:** 2018-2019

X **The school certifies completion of this plan.**

**School Site Council Approval:** 11/5/2018

**Approved by MDUSD Board of Education:**

## Introduction

The MDUSD School Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

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## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

## Section 1: Annual Evaluation

<b>Annual Evaluation Goal 1:</b>	All students will receive a high quality education in a safe environment with high expectations, access to technology, instruction aligned to Common Core State Standards, that prepares them to be college and career ready.	<b>Related State and/or Local Priorities:</b> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Course Access <input checked="" type="checkbox"/> Other Pupil Outcomes <input checked="" type="checkbox"/> Title I Schoolwide <b>Related LCAP Goals:</b> <input checked="" type="checkbox"/> MDUSD LCAP Goal 1
<b>Goal Applies to:</b> Grade/Department/Other: K-5 Applicable Pupil Subgroups: All		
<b>Expected Annual Measurable Outcomes:</b>	District adopted benchmark assessments and common formative assessments allow for on-going monitoring of student progress and instructional practices.  Student Group SPSA Academic Improvement Outcomes  Overall Grades 3 - 5 Increase/decrease CAASPP distance from a level 3*: <ul style="list-style-type: none"> <li>• ELA increase/decrease from -45 by 18 mean scaled score points.</li> <li>• Math increase/decrease from -64.8 by 20 mean scaled score points.</li> </ul> English Learners Grades 3 - 5 Increase/decrease CAASPP distance from a level 3*: <ul style="list-style-type: none"> <li>• ELA increase/decrease from -96 by 22 mean scaled score points.</li> <li>• Math increase/decrease from -104 by 25 mean scaled score points.</li> </ul>	<b>Actual Annual Measurable Outcomes:</b> District adopted benchmark assessments and common formative assessments allow for on-going monitoring of student progress and instructional practices.  Student Group SPSA Academic Improvement Outcomes  Overall Grades 3 - 5 Increase/decrease CAASPP distance from a level 3*: <ul style="list-style-type: none"> <li>• ELA scores decreased from -45 to -47.8</li> <li>• Math scores increased from -64.8 to -57.4</li> </ul> English Learners Grades 3 - 5 Increase/decrease CAASPP distance from a level 3*: <ul style="list-style-type: none"> <li>• ELA increased from -96 to -47.8</li> <li>• Math increased from -104 to -57.4</li> </ul> Low Income Grades 3 - 5 Increase/decrease CAASPP distance from a level 3*: <ul style="list-style-type: none"> <li>• ELA scores decreased from -50 to -57.4</li> </ul>

<p>Low Income Grades 3 - 5 Increase/decrease CAASPP distance from a level 3*:</p> <ul style="list-style-type: none"> <li>• ELA increase/decrease from -50 by 20 mean scaled score points.</li> <li>• Math increase/decrease from -68 by 25 mean scaled score points.</li> </ul> <p>Special Education Grades 3 - 5 Increase/decrease CAASPP distance from a level 3*:</p> <ul style="list-style-type: none"> <li>• ELA increase/decrease from -100 by 25 mean scaled score points.</li> <li>• Math increase/decrease from -128 by 25 mean scaled score points.</li> </ul> <p>English Learners Increase from 32 to 42 the number of students redesignated as English proficient.</p> <p>Overall, Decrease the percentage of students performing at the Tier III level on the IReady #2 Diagnostic- ELA from 44% (150 students) to 38% Math from 44% (148 students) to 38%.</p> <p>Overall, Increase the percentage of students performing at the Tier I level on the IReady #2 Diagnostic- ELA from 19% (64 students) to 25% Math from 10% (35 students) to 16%. ("End of Year" view)</p> <p>*Mean scaled score is the average of 3rd, 4th, and 5th grade Mean Scale Score.</p> <p>Data Source for Overall/Student Group Data: EADMS/IOs saved reports: CAASPP ELA ALL_SS &amp; CAASPP Math ALL_SS</p>	<ul style="list-style-type: none"> <li>• Math scores increased from -68 to -59.5</li> </ul> <p>Special Education Grades 3 - 5 Increase/decrease CAASPP distance from a level 3*:</p> <ul style="list-style-type: none"> <li>• ELA scores increased significantly from -100 to -50.3</li> <li>• Math scores increased significantly from -128 to -81.4</li> </ul> <p>English Learners: Increased from 32 redesignated to 49 the number of students redesignated as English proficient.</p> <p>Overall, Decrease the percentage of students performing at the Tier III level on the IReady #2 Diagnostic- ELA goal was met as we reduced the number of students performing at Tier III from 44% to 26% and Math was also met as we reduced from 44% to 20%.</p> <p>Overall, we did not increase the percentage of students performing at the Tier I level on the IReady #2 Diagnostic. In ELA, we started the year at 19% and decreased to 17%. In Math, we we also decrease from 10% to 9%.</p> <p>*Mean scaled score is the average of 3rd, 4th, and 5th grade Mean Scale Score.</p> <p>Data Source for Overall/Student Group Data: EADMS/IOs saved reports: CAASPP ELA ALL_SS &amp; CAASPP Math ALL_SS</p>
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<p><b>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</b></p>	<ol style="list-style-type: none"> <li>1. Intervention teacher for grades K-3</li> <li>2. Half-time intervention teacher for grades 4-5</li> <li>3. Professional development in the areas of ELA, ELD, AVID, and math</li> </ol>
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**SPSA Year: 2017-18**

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
<p>1.1 Implement and review district and ongoing site assessment data a minimum of 2x per year. All instruction driven by on-going data review, common core lesson design and alignment to Response to Intervention groupings and instruction.</p>	<p>1.1 There was response to intervention groups with the intervention teachers. Teachers looked at data at staff meetings.</p>	<p>Needs More Time to Evaluate Effectiveness What measurable data was used to</p>

		<p>evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Leadership team provided feedback</p>
1.2 Improve attendance for chronically absent students by 5%.	1.2 Parent Outreach with the community liaison	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>The data shows our chronic attendance rates increased</p>
1.3 Maintain and enhance Response to Intervention system.	1.3 Intervention system was implemented and used. There were 1.5 intervention teachers teaching small groups of students.	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Leadership team provided positive feedback about the intervention teachers</p>
1.4 After school intervention for long term English learners, students receiving Special Education services, and students performing below grade level.	1.4 Three teachers taught after school intervention	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>student work samples and assessment data</p>
1.5 Replace and maintain technology school-wide.	1.5 Site purchased chromebooks. Site tech worked to maintain aging technology, however, site tech is no longer allowed to perform previous functions of position such as networking features, such as setting up network printer.	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Purchase orders - number of new chromebooks Site tech tickets</p>
1.6 Maintain and support infrastructure that supports all tech devices.	1.6 Necessary computer parts and technology were purchased to replace and maintain technology site wide.	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did</p>

		<p>it reveal about its effectiveness?</p> <p>Leadership team and tech sites reported that the tech replacement was beneficial</p>
<p>1.7 Professional development opportunities that support Professional Learning Communities, Effective teaching strategies for all students, Common Core, technology and student safety.</p>	<p>1.7 Teachers attended various professional development conferences and trainings including Wonders ELA, science, AVID</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Teacher feedback was positive</p>
<p>1.8 Increase student safety and campus security.</p>	<p>1.8 Increased supervision before school and during lunch</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Parent and staff feedback was positive. The community strongly felt that increased adult presence on campus led to a safer environment which allowed students to thrive and learn</p>
<p>1.9 Early Back Summer Program</p>	<p>1.9 The event did not occur this year.</p>	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>N/A</p>
<p>1.10 Career &amp; College Fair</p>	<p>1.10 The event did not occur this year.</p>	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>N/A</p>
<p>1.11 Materials, supplies and programs that support all curricular areas and goals including behavior and attendance.</p>	<p>1.11 Student peacemakers were trained Attendance awards were purchased AR and Read Live licenses were purchased</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p>

		Leadership team provided positive feedback
1.12 Field trips that support CCSS and reading	1.12 Transportation costs	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Staff feedback</p>



<b>Annual Evaluation Goal 2:</b>	Parent, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning and maintain safe learning environment.	<b>Related State and/or Local Priorities:</b> <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Title I Schoolwide <b>Related LCAP Goals:</b> <input checked="" type="checkbox"/> MDUSD LCAP Goal 3
<b>Goal Applies to:</b>	Grade/Department/Other: All	Applicable Pupil Subgroups: All
<b>Expected Annual Measurable Outcomes:</b>	Parents will be informed of the various activities available to support the students of Rio Vista and encouraged to participate at all events. Information will go out to parents via newsletters, flyers, school website, twitter and phone calls home. Parents will be asked to complete a survey at the end of year to indicate the method by which they received information and which was most effective for them.	<b>Actual Annual Measurable Outcomes:</b> 1. Coffee with the principal monthly meetings were held 2. Information was communicated through twitter, flyers, school website, and robo calls. 3. Parents completed a survey 4. Noon supervisors worked with parents
<b>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</b>	Expand community liaison hours to support students and their families	
<b>SPSA Year: 2017-18</b>		
<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	
	<b>Actual Actions</b>	<b>Evaluation</b>
2.1 Provide outreach to parents.	2.1 Community Liaison provided support to parents	Needs More Time to Evaluate Effectiveness  What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?  Stakeholders shared more support and time was needed from community liaison
2.2 Communicate via phones, email, newsletters, electronic marquee.	2.2 Newsletters Electronic Marquee Classroom communication programs	Effective  What measurable data was used to

		<p>evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Positive feedback from stakeholders</p>
2.3 Parent Engagement opportunities	2.3 Coffee with the principal, family night and ELAC meetings were held	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>School staff and community members provided positive feedback and asked for additional opportunities</p>
2.4 Increase campus supervision for student safety.	2.4 Noon supervisors helped train parent volunteers	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Leadership team feedback</p>

<b>Annual Evaluation Goal 3:</b>	High quality, culturally proficient and responsive staff will be supportive of all students, respectful of all students' backgrounds, and invested in the education of all students in a safe environment.	<b>Related State and/or Local Priorities:</b> <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Other Pupil Outcomes <input checked="" type="checkbox"/> Title I Schoolwide <b>Related LCAP Goals:</b> <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
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<b>Goal Applies to:</b>	Grade/Department/Other: K-5
	Applicable Pupil Subgroups: All

<b>Expected Annual Measurable Outcomes:</b>	Teachers and staff will create a supportive leaning environment for all students based on professional development relating to the Art and Science of Teaching, PBIS strategies, and Restorative Practices under a defined plan for accountability of use.	<b>Actual Annual Measurable Outcomes:</b>	1. Staff attended PBIS trainings and received professional development 2. School implemented PBIS program 3. School implemented restorative practices
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<b>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</b>	Expand the character education program and infrastructure that supports learning, teaching, and a safe environment. All students will be trained on the I-messages and clean up program through soul shoppe assemblies.
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**SPSA Year: 2017-18**

Planned Actions/Services	Actual Actions/Services	
	Actual Actions	Evaluation
3.1 Art and Science of Teaching Strategies & PBIS activities implemented and maintained.	3.1 PBIS program was maintained, such as the use of the blaster bucks Art and Science Teaching strategies were used in the classroom	Effective  What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?  Feedback from the PBIS team and leadership team
3.2 Materials and supplies that support a safe learning environment, Soul Shoppe Character Education Program and infrastructure that supports teaching, learning,	3.2 Soul Shoppe Peacemakers were trained	Effective

<p>and a safe environment.</p>		<p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Positive feedback from parents and students</p>
<p>3.3 Professional develop opportunities that support maintaining a safe learning environment.</p>	<p>3.3 PBIS team attended trainings</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Feedback from PBIS team</p>

**Section 1: Stakeholder Engagement**

<b>Annual Evaluation Involvement Process 2018-2019 SPSA</b>	<b>Annual Evaluation Impact on SPSA 2018-2019</b>
Leadership Team	The leadership team provided feedback about the community liaison position, Soul Shoppe, and professional development opportunities and collaboration time. In the future, they would like to see these program expanded.
PBIS Team Members	The PBIS team reported on their activities.
Site Council	The site council reviewed the plan and provided input.

## Comprehensive Needs Assessment Components (Title I)

This section is required by all Title I sites and recommended for all other sites.

### Data Analysis

This section provides a brief summary of the data used to inform the School Plan and the information that analysis provided.

This section provides a brief summary of the data used to inform the School Plan and the information that analysis provided.

Rio Vista staff, School Site Council, and parents (Title 1 Night and Coffee with the Principal meetings) have reviewed data from the previous year as well as current results of the benchmark assessment to inform our academic plan.

#### CAASPP Grades 3-5 - ELA:

2015-2016: 18.9% of students scored Standard Met or Exceeded

2016-2017: 25.8% of students scored Standard Met or Exceeded

2017-2018: 31.24% of students scored Standard Met or Exceeded

#### MATH

2015-2016: 21.7% of students scored Standard Met or Exceeded

2016-2017: 23.3% of students scored Standard Met or Exceeded

2017-2018: 22.69% of students scored Standard Met or Exceeded

This CAASPP data shows that current programs are allowing for a slow increase in student achievement in ELA.

Students also completed iReady diagnostic assessments and lessons throughout the school year. In addition to Diagnostic assessments three times a year, Growth Monitoring assessments were administered

between the diagnostic assessment to measure growth based on lesson completion. Teachers in grades 1-5 used iReady data to develop classroom and grade level interventions. This data is used to guide decision making.

#### Attendance:

Attendance is a crucial component of student success which is directly linked to positive behavior and academic success. Our chronic absentee rates are concerning. In an effort to promote attendance,

students that have perfect attendance are recognized on a monthly basis with incentives. Additionally, the school will be implementing independent study contracts to support families that have extended absences due to family emergencies.

#### Chronic Absentee Rate

2015-2016: 13.1%

2016-2017: 12.9%

2017-2018: 12.4

#### English Learners

2015-2016: 267 English Learners out of 523 students

2016-2017: 278 English Learners out of 543 students

2017-2018: 275 English Learners out of 506 students

English Learner Reclassification

2015-2016: 44

2016-2017: 32

2018-2019: 24

### **Surveys**

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

Students and parents completed the healthy kids survey. The survey revealed that parents have a positive view of the teachers and the academic program presented. There is a need to increase communication to parents on the part of the administrators and teachers. Parents would like to be informed of the decisions made at the school site.

### **Analysis of Current Instructional Program**

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

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

#### Standards, Assessment, and Accountability

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

The iReady Diagnostic Assessment is administered three times during the school year for grades K-5 in the area of Math. In the area of Language Arts, the iReady Diagnostic Assessment is administered three times during the school year for grades 1st-5th. The iReady Diagnostic Assessment in Language Arts is administered once at the end of the school year for students in grade K.

The initial Diagnostic Assessment for Fall 2018 revealed to following scores:

Additional Assessments used for Grade K include components of ESGI: letter name, letter sound, and Sight word recognition.

Students' reading comprehension is continuously monitored through the use of Accelerated Reader in grades 2-5. Students read books and take quizzes on both reading comprehension and vocabulary.

Data gathered from these multiple assessments in addition to teacher observation, is used to create intervention groups.

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

Grade level interventions are determined by the results of assessments. Small group instruction is used to address student need as determined by curriculum embedded assessments

#### Staffing and Professional Development

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

Mt. Diablo Unified School District ensures that all teachers hired are highly qualified. At Rio Vista, 22/23 teachers are fully credentialed to teach in their subject area.



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

All teachers participated in a district-wide training on the newly adopted Wonders English Language Arts materials. Teachers are also receiving trainings from district TOSAs on the CCSS math standards and CA ELD standards. Mt. Diablo Unified School District provides professional development in core curricular areas throughout the school year.

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

Staff development throughout the school year is aligned to the content standards in the area of math and language arts. Student performance will be assessed based on the content standards, and teachers' professional development will be focused on the standards.

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

Teachers are provided with ongoing instructional assistance. Teachers on Special Assignment provide one-on-one, grade level, or whole staff support on data analysis, best instructional strategies, and applications of the content standards. Administrators provide support in academic instruction and coaching to staff to ensure students receive the first best instruction.

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

Teachers have a minimum of one collaboration meeting a month for grades K-5. Teachers collaborate to deliver content that is consistent from class to class. Teachers also have the opportunity to collaborate and get support with district TOSAs.

#### Teaching and Learning

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

All district adopted curriculum, materials, and instruction are aligned to content and performance standards.

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

Teachers at Rio Vista Elementary School adhere to the recommended instructional minutes for reading/language arts and mathematics.

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

Lesson pacing is based on student need. Intervention is provided during the school day, allowing all students the opportunity to participate and receive the targeted instruction based on their needs.

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

District adopted curriculum is standards based and appropriate for all student groups. Rio Vista Elementary School was fully sufficient on the Textbook Sufficiency Survey.

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

SBE-adopted and standards-aligned instructional materials, including intervention materials, are available for instructional use.

Opportunity and Equal Educational Access

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

All students are taught by highly qualified teachers who use standards-aligned curriculum and supplemental materials to provide the first best instruction to the students of Rio Vista Elementary School.

14. Research-based educational practices to raise student achievement

Mt. Diablo Unified School District provides research-based curriculum and training on research-based educational practices to raise student achievement. This year we are implementing the AVID program to raise student achievement. Additionally, some of those "best teaching practices" are outlined by Robert Marzano to include: Activating prior knowledge, setting goals, reinforcing effort and cooperative learning. In addition, the work of Dr. Albert Bandura in social cognitive theory helps support Rio Vista's work with in providing a safe learning environment to influence and develop students' positive attitudes and behavior. The majority of the work that has been done at Rio Vista has been focused on The Art and Science of Teaching, which provides a layout of the top strategies to use that bridge the gap between academics and behavior.

Parental Involvement

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

Community Service Assistant provides direct support to parents, connecting them with community resources. Intervention teachers (1.5 FTE) provide additional support during the school day to students not meeting the content standards. CARES After School Program provides academic, nutrition, and physical activity support to students of Rio Vista Elementary. PBIS team and implemented practices work to provide a positive classroom experience for all students. CARE Team works to further address the needs of students that are not achieving grade level standards. Student Success Team members work in conjunction with parents and other stakeholders to provide additional support to students. Meetings are also held for students whose academic growth is impacted by their behavior. Parents, teachers, counselors and support providers work together to provide necessary resources to the students of Rio Vista.

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

Rio Vista parents are represented by the five elected parent members of the School Site Council. Title 1 Night is an opportunity for all parents to learn about Rio Vista programs in addition to asking questions about those programs and the academic impact to students at Rio. During Title 1 Night, the use of Title 1 funds is explained, and the Title 1 Parent Involvement Policy as well as the Ready to Learn Contract are reviewed. Parents are provided with the opportunity to ask questions and make recommendations for improvement. Monthly meetings of Coffee with the Principal allow for parents to voice concerns, provide feedback, and gain knowledge in regards to the programs at Rio Vista. Student voice is captured through a written survey administered to all students at Rio Vista.

### Funding

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

In school intervention allows for students to receive the necessary supports within the school day. Students not achieving grade level standards are assessed by the intervention teacher for additional support in the area of reading. Students in small groups ranging from 6-8 members, receive targeted intervention according to their needs. The Community Service Assistant facilitates the communication between teacher/school and parents of students receiving the intervention to ensure they are fully informed on their students' needs.

18. Fiscal support (EPC)

Mt. Diablo Unified School District distributes targeted supplemental and Title 1 funds to support Rio Vista Elementary's initiatives within the Local Control Accountability Plan and in the School Plan for Student Achievement. Fiscal department provides support to administrators as necessary.

**Mt. Diablo Unified's Local Control Accountability Plan  
LCAP At-A-Glance 2018-2019**

<b>College and Career</b>					
<b>California State Standards (CCSS)</b> <i>Goal 1.1-1.5, 1.17, 1.22-1.23</i>	<b>Interventions</b> <i>Goal 1.6, 1.13-1.16</i>	<b>Access to College and Career</b> <i>Goal 1.12, 1.18, 1.19</i>	<b>Access and Integration of Technology</b> <i>Goal 1.7</i>	<b>Arts and athletics</b> <i>Goal 1.20, 1.21</i>	<b>Positive and supportive learning environment</b> <i>Goal 1.8-1.11</i>
<b>Professional Learning</b>					
<b>Professional development, coaching and support</b> <i>Goal 2.1, 2.3-2.5, 2.11</i>	<b>Teacher collaboration</b> <i>Goal 2.2</i>	<b>Leadership coaching and support</b> <i>Goal 2.6</i>	<b>Professional development focused on special populations</b> <i>Goal 2.7-2.10</i>		
<b>Parent/Family &amp; Community Engagement</b>					
<b>Expand outreach to parents/guardians</b> <i>Goal 3.1, 3.3, 3.5</i>	<b>Increase engagement in advisory groups</b> <i>Goal 3.2</i>	<b>Increase parent/ family education opportunities</b> <i>Goal 3.4</i>	<b>Outreach to special populations</b> <i>Goal 3.6-3.8</i>		

**A focus on Equity and Special Populations-** including English learners, foster youth , special education & low socio-economic students 

<b>State Indicators:</b>	3 <sup>rd</sup> -8 <sup>th</sup> grade ELA & Math	College & Career*	Graduation rate	Chronic Absenteeism	Suspension	Reclassification
<b>Local Indicators:</b>	1 <sup>st</sup> & 3 <sup>rd</sup> grade literacy	Algebra pass rates	9 <sup>th</sup> grade credits	Climate surveys	Advisory meeting attendance	
* May includes A-G eligibility, pathway completion, 11 <sup>th</sup> grade EAP results ELA & math. Specifics TBD						

## Mt. Diablo Unified - Contra Costa County

Enrollment: 31,580    Socioeconomically Disadvantaged: 44.6%    English Learners: 23.1%

Dashboard Release:

Foster Youth: 0.4%    Grade Span: K-Adult    Charter School: No

Fall 2017

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

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A
Suspension Rate (K-12)		13	3
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		10	2
College/Career (9-12) <small>Select for one year of available data</small>	N/A	N/A	N/A
English Language Arts (3-8)		13	9
Mathematics (3-8)		13	9

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<a href="#">Basics (Teachers, Instructional Materials, Facilities)</a>	Met
<a href="#">Implementation of Academic Standards</a>	Met
<a href="#">Parent Engagement</a>	Met
<a href="#">Local Climate Survey</a>	Met

### Performance Levels:

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

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

**Section 2: Goals, Actions, Expenditures**

<p><b>Goal 1:</b></p>	<p>All students will receive a high quality education in a safe environment with high expectations, access to technology, instruction aligned to Common Core State Standards, that prepares them to be college and career ready.</p>	<p><b>Related State and/or Local Priorities:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Basic</li> <li><input checked="" type="checkbox"/> Implementation of State Standards</li> <li><input checked="" type="checkbox"/> Pupil Achievement</li> <li><input checked="" type="checkbox"/> Pupil Engagement</li> <li><input checked="" type="checkbox"/> Title I Schoolwide</li> </ul> <p><b>Related LCAP Goals:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> MDUSD LCAP Goal 1</li> </ul>
<p><b>Identified Need:</b></p>	<p>68.76% of students in grades 3-5 are performing below grade level standards according to the CAASPP in ELA and 77.31% in Math.</p>	
<p><b>Goal Applies to:</b></p>	<p>Grade/Department/Other: K-5</p> <p>Applicable Pupil Subgroups: All</p>	

**SPSA Year: 2018-19**

**Expected Annual Measurable Outcomes:**

District adopted benchmark assessments and common formative assessments allow for on-going monitoring of student progress and instructional practices.

Student Group SPSA Academic Improvement Outcomes

Overall Grades 3 - 5 Increase/decrease CAASPP distance from a level 3\*:

- ELA increase/decrease from 2407.6 by 10 mean scaled score points.
- Math increase/decrease from 2403.5 by 10 mean scaled score points.

English Learners Grades 3 - 5 Increase/decrease CAASPP distance from a level 3\*:

- ELA increase/decrease from 2403.2 by 5 mean scaled score points.
- Math increase/decrease from 2401.2 by 5 mean scaled score points.

Low Income Grades 3 - 5 Increase/decrease CAASPP distance from a level 3\*:

- ELA increase/decrease from 2395.3 by 5 mean scaled score points.
- Math increase/decrease from 2399.7 by 5 mean scaled score points.

Special Education Grades 3 - 5 Increase/decrease CAASPP distance from a level 3\*:

- ELA increase/decrease from 2399.9 by 5 mean scaled score points.
- Math increase/decrease from 2376.3 by 5 mean scaled score points.

English Learners: Increase the number of students redesignated as English proficient from 15.5% to 18.5%

Overall, Decrease the percentage of students performing at the Tier III level on the IReady #2 Diagnostic- ELA from 26% to 21% Math from 20% to 15%.

Overall, Increase the percentage of students performing at the Tier I level on the IReady #2 Diagnostic- ELA from 17% to 22% and Math from 9% to 14%. ("End of Year" view)

\*Mean scaled score is the average of 3rd, 4th, and 5th grade Mean Scale Score.

Data Source for Overall/Student Group Data: EADMS/IOs saved reports: CAASPP ELA ALL\_SS & CAASPP Math ALL\_SS

Decrease suspension number of incidents from 2 to 1.

Decrease chronic absenteeism rates from 12.4% to 10%.

85% of the students surveyed on the California Healthy Kids survey 2018 agreed with the following statement, "I feel safe at school most or all of the time."

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
1.1 Implement and review district and ongoing site assessment data. All instruction is driven by data and common core standards. Staff will look at	X All Students	Release time to review data, set goals, adjust instruction, collaborate and plan	Title I (3070)	1,000

lesson design and alignment to Response to Intervention groupings and instruction. Staff will collaborate to support students.		lessons, and identify and monitor intervention groups.	Targeted Supplemental (0930)	1,000
1.2 Improve attendance for chronically absent students by 5%.	X All Students	Parent Outreach (Community Assistant) Parent Outreach (Community Assistant)	Title I Parent Engagement (3068) Targeted Supplemental (0930)	10631 17647.00
1.3 Maintain and enhance Response to Intervention system.	X All Students	Full-time (1.0)intervention specialists to provide Tier 2 Reading intervention (0.8 from Title 1 funds).  Half-time (.5) Intervention Teacher to provide Tier 2 Reading Intervention.	Title I (3070)  Targeted Supplemental (0930)  Targeted Supplemental (0930)	71147.00  33189.00 54,510.00
1.4 After school intervention for long term English learners, students receiving Special Education services, and students performing below grade level.	X All Students X English Learners X Other Subgroups: (Specify) Students performing below grade level.	Teacher compensation  Teacher compensation	Targeted Supplemental (0930)  Title I (3070)	500  1,000
1.5 Replace and maintain technology school-wide.	X All Students	Replace and update devices and equipment that support the use of technology & purchase of materials and equipment that support tech devices and infrastructure  1.0 Site Tech.  Replace and update devices and equipment that support the use of technology and purchase of materials and equipment that support tech devices	Title I (3070)  Title I (3070)  Targeted Supplemental (0930)	2,500.00  69,479 500
1.6 Materials, supplies and programs that support all curricular areas and goals including behavior and attendance.	X All Students	Library books and supplies  materials, supplies, and computer applications such as Accelerated Reader, scholastic, and Read Live etc.	Title I (3070)  Title I (3070)	250 3,444
1.7 Increase student safety and campus security.	X All Students	Increase supervision hours before	Targeted Supplemental	3694.00



		school and lunch time.	(0930)	
		Soul Shoppe	Targeted Supplemental (0930)	4,000
		PBIS Student store, attendance, and uniforms, character education	Title I (3070)	444
		Increase supervision hours before school and lunch time.	Title I (3070)	6306.00
1.8 Career & College Fair	X All Students	College and Career Fair will be consistent with site and district LCAP goal to increase awareness of career and college readiness.	Title I (3070)	500
1.9 Student will be able to access NGSS & Common Core standards extra curricular academic experiences including but not limited to: field trips, fifth grade camp, STEAM days, etc.	X All Students	Field trip/camp costs and transportation costs	Targeted Supplemental (0930)	1000
		subs for teachers	Targeted Supplemental (0930)	500

<b>Goal 2:</b>	Parent, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning and maintain safe learning environment.	<b>Related State and/or Local Priorities:</b>
		<input checked="" type="checkbox"/> Basic
		<input checked="" type="checkbox"/> Parental Involvement
		<input checked="" type="checkbox"/> Pupil Engagement
		<input checked="" type="checkbox"/> School Climate
		<b>Related LCAP Goals:</b>
		<input checked="" type="checkbox"/> MDUSD LCAP Goal 3

**Identified Need:** Increased communication to the parents and community of Rio Vista.

**Goal Applies to:** Grade/Department/Other: All  
 Applicable Pupil Subgroups: All

**SPSA Year: 2018-19**

**Expected Annual Measurable Outcomes:** Parents will be informed of the various activities available to support the students of Rio Vista and encouraged to participate at all events. Information will go out to parents via newsletters, flyers, school website, twitter and phone calls home. Parents will be asked to complete a survey at the end of year to indicate the method by which they received information and which was most effective for them.

Decrease suspension number of incidents from 2 to 1.

Decrease chronic absenteeism rates from 12.4% to 10%.

85% of the students surveyed on the California Healthy Kids survey 2018 agreed with the following statement, "I feel safe at school most or all of the time."

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
2.1 Provide outreach to parents.	X All Students	Community services assistant outreach outside of school hours.	Title I Parent Engagement (3068)	1,000
2.2 Communicate via phones, email, newsletters, electronic marquee.	X All Students	Maintain monthly newsletters.	Title I (3070)	456.00
		Maintain and expand use of apps to communicate with parents via email, computers, ipads, and communication programs.	Title I (3070)	100.00
2.3 Parent Engagement opportunities	X All Students	Teacher compensation for Family Nights	Title I (3070)	3000
		materials and duplication for Family Nights and parent and community meetings	Targeted Supplemental (0930)	300
		Translation services during events, meetings and parent conferences.	Title I (3070)	5000

<b>Goal 3:</b>	High quality, culturally proficient and responsive staff will be supportive of all students, respectful of all students' backgrounds, and invested in the education of all students in a safe environment.	<b>Related State and/or Local Priorities:</b> <input checked="" type="checkbox"/> Basic <input checked="" type="checkbox"/> Implementation of State Standards <input checked="" type="checkbox"/> Pupil Achievement <input checked="" type="checkbox"/> Pupil Engagement <input checked="" type="checkbox"/> School Climate <input checked="" type="checkbox"/> Title I Schoolwide  <b>Related LCAP Goals:</b> <input checked="" type="checkbox"/> MDUSD LCAP Goal 2
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**Identified Need:** Students of varying backgrounds and levels of behavioral needs will be provided with tiered levels of support based on PBIS practices and research-based instructional strategies as measured by RTI Rating Scale.

**Goal Applies to:** Grade/Department/Other: K-5  
Applicable Pupil Subgroups: All

**SPSA Year: 2018-19**

**Expected Annual Measurable Outcomes:** Teachers and staff will create a supportive learning environment for all students based on professional development relating to the AVID, PBIS strategies, and Restorative Practices under a defined plan for accountability of use.

Decrease suspension number of incidents from 2 to 1.

Decrease chronic absenteeism rates from 12.4% to 10%.

85% of the students surveyed on the California Healthy Kids survey 2018 agreed with the following statement, "I feel safe at school most or all of the time."

Actions/Services	Pupils to be Served	Proposed Expenditures	Funding Source	Amount
3.1 Professional development opportunities that support AVID, PBIS, effective teaching strategies for all students, common core, technology, student safety, response to intervention and professional learning communities	X All Students	trainings and conferences	Title I (3070)	5,000
3.2 Materials and supplies that support a safe learning environment, PBIS, Soul Shoppe Character Education Program and infrastructure that supports teaching, learning, and a safe environment.	X All Students	Materials, trainings, and supplies	Targeted Supplemental (0930)	1000
3.4	X All Students			

## Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Base (0301, 0701, 0801)	31992.00	31,992.00
Targeted Supplemental (0930)	117840.00	0.00
Title I (3070)	169626.00	0.00
Title I Parent Engagement (3068)	11631.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Targeted Supplemental (0930)	117,840.00
Title I (3070)	169,626.00
Title I Parent Engagement (3068)	11,631.00

## Section 4: Centralized Services for Goals and Progress Indicators

### Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
10. Complete and submit district applications.
11. Conduct compliance reviews.
12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.
13. Coordinate revision, amendments and correspondence with the California Department of Education.
14. Acquire materials for district-wide use.
15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
16. Compare and align district curriculum with State standards and benchmarks.
17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
18. Coordinate District Advisory Committees.
19. District wide assessment and supplemental services for English learner students.
20. Supervision and evaluation of ELD/Bilingual personnel, and elementary Music and Physical Education staff.
21. Provide specific reports and files related to district developed performance assessments.
22. Personnel Services works to attract and retain teachers and paraprofessionals. They ensure staff is appropriately credentialed and assigned based upon state certification and licensure criteria.
23. Provides Technical Assistance to Title I schools.

(This is a partial list of services provided by the Central Office support staff.)

## Section 4: Common Pages

### School Site Council (SSC) Membership

School: Rio Vista Elementary School

Year: 2018-19

(1) Principal	(3) Teachers	(1) Other school staff
(5) Parents and other community members		

Schoolsite Council  
Elementary

( ) Principal	( ) Teachers	( ) Other school staff
( ) Parents and other community members		( ) Students

Schoolsite Council  
Secondary

( ) Principal	( ) Teachers	( ) Other school staff
( ) Parents and other community members		( ) Students

Schoolsite Advisory Council  
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other Alternate
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Elizabeth Lanfranki Law	X				X					
Fanny Darling	X						X			
Susan Champagne	X					X				
Julian Marchesano	X					X				
Shoshana Nurik	X					X				
Maria Paredes	X	X	X	X						
Gloria Shipman	X	X		X						
Erika Bustamante	X	X		X						
Miriam Cortes	X	X	X	X						
Maria Guzman	X	X	X	X						
Katrina Montoya	X	X								X
<b>Numbers of members</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>1</b>			<b>3</b>

## Section 4: Common Pages

### English Learner Advisory Committee

School: Rio Vista Elementary School

Year: 2018-19

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date:

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

#### **ELAC Membership:**

a. Principal/ Principal's Administrative designee:

Kathleen Koontz

b. Five parents, elected by parents of English Learners:

1. Angelique Thomas

2. Carolina Leon

3. Yoselyn DeLeon

4. Olivia Riveria

5. Elena Mendez

c. Two Staff members, elected by staff:

1. Carolyn Aguirre

2. Virginia Lizzaraga

**Section 4: Common Pages**


School: Rio Vista Elementary School

**Schoolsite Councils/Committees  
Assurances & Recommendations**

**The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:**

1. The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.
3. The councils/committees have reviewed the content requirements for school plans or programs included in this School Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.
5. The councils/committees have a list of members of each school-level council or committee available at the school.

This School Plan for Student Achievement is based upon 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. **The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.**

<b>The Schoolsite Council adopted the School Plan for Student Achievement on</b>	<u>11/5/2018</u>
	Council Approval Date
	
Elizabeth Lanfranki Law	
Typed name of chairperson	Signature
	Date

<b>If Applicable</b> <b>English Learner Advisory Committee reviewed the SPSA on</b>	<u>11/2/2018</u>
	Council Approval Date
Carolina Leon- See paper copy in office for wet signature	
	<u>11/13/2018</u>
Typed name of chairperson	Signature
	Date

<b>If Applicable</b> <b>SCHOOL ADVISORY COMMITTEE:</b>	
	Council Approval Date
Typed name of chairperson	Signature
	Date

<b>If Applicable</b> <b>SCHOOL ADVISORY COMMITTEE:</b>	
	Council Approval Date
Typed name of chairperson	Signature
	Date



Elizabeth Lanfranki Law

E Law

11/13/2018

Typed name of Principal

Signature

Date