THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT RILEY/NEW DAWN SCHOOL

2022-23

37-68338-6040083
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Busch, Pamela
Contact Person: Busch, Pamela
Position: Principal
Telephone Number: 858-302-3300
Address: 5650 Mount Ackerly Dr, Riley/New Dawn, San Diego, CA, 92111-4016
E-mail Address: pbusch@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Parent & Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *January 24, 2023*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego Unified
SCHOOL DISTRICT

Attachment 3 – R/A
Modification of SPSA 2022-23

2022-23 School Plan for Student Achievement

Recommendations and Assurance

School Name: Riley, Marcy, New D Phone: 858-302-3300 Fax:

Site Contact Person: P. Busch E-mail Address: pbusch@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

☒ Title I Schoolwide Programs (SWP) ☐ CSI School ☒ ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☒	English Learner Advisory Committee (ELAC)	Date of presentation: 9.15.22
☐	Community Advisory Committee for Special Education Programs (CAC)	Date of presentation:
☐	Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation:
☒	Site Governance Team (SGT)	Date of presentation: 3.21.22
☒	Other (list): LCT	Date of presentation: 3.10.22

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9.15.22

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Pamela Busch Type/Print Name of School Principal	P. Busch Signature of School Principal / Date
Jorda Means Type/Print Name of SSC Chairperson	On leave Signature of SSC Chairperson / Date
No ELAC required- <421 Students w/ EL needs Type/Print Name of ELAC Representative	Signature of ELAC Representative / Date
Monika Mazel Type/Print Name of Area Superintendent	Monika Hazel 10/19/22 Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, **Room 3126**

Due October 7th 2022

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
    A. Budget Summary
    B. Parent & Family Engagement Policy
    C. School Parent Compact
    D. Data Reports
    E. 2021-22 SPSA Assessment and Evaluation

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a Title I School-wide Program and ATSI School. Riley, Marcy, and New Dawn Schools are alternative schools that support the academic, emotional, behavioral, and social growth of students toward grade-level standards and IEP goal mastery. This takes place through an integrated delivery of related services that lends itself to creating an instructional-centered setting with special education therapeutic individualized and consistent supports throughout the entire school day as we specialize in serving students qualifying for intensive mental health supports. These supports include small teacher to student ratios, behavior intervention services, intensive mental health therapy, and daily implementation of behavior intervention plans and accommodated instruction. Placement and services are diagnostic and targeted for specific outcomes based on assessed student needs through the IEP (Individualized Education Program) process.

All students we serve qualify for special education services and are impacted educationally and directly due to the severity of their disability as it relates to social/emotional/behavioral needs. Our students require moderate to intensive mental health services and a focused environment that teaches behavioral and coping skills throughout the day. We are a special education service that is a very restrictive environment for students, in that we are a separate special education setting, without general education students or teachers. A majority of our students have experienced trauma, foster care, homelessness, and/or a history of intense mental health challenges.

The goal is for students to ultimately re-integrate into a comprehensive school with general education peers because our students have learned and practiced consistent skills to do so successfully. When students demonstrate adequate ability and growth over a period of time, we support their re-integration to a least-restrictive environment in the comprehensive site setting through the IEP and assessment process. Determination for the appropriateness of our site for a student is based on the student's unique qualifying special education condition, the impact of this condition on the educational setting, the student's responses to past and current interventions implemented through the IEP process and lack of progress despite these efforts, and through collaboration of the originating site with our site during this IEP process. All required documents per District policy are required upon enrollment. Our school-wide data represents students during their time of required intensive mental health support. As they progress academically, behaviorally and social/emotionally, their transition back to a comprehensive site holds the academic data reflective of this progress. Therefore, school data demonstrates students while they are needing the greatest mental health support.

Our staff, professional development, and school focuses to find a balance between serving student IEP's, helping students to make academic growth towards grade level standards, and providing a therapeutic and school-wide positive behavioral environment- all go hand-in-hand, without one being prioritized over the other as all aspects must take place in order for us to serve our students educational and mental health needs.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

ENGAGING EDUCATIONAL PARTNERS

Our SSC, to include our voted-in ELAC, meets about four times a year and consists of teachers, parents, and community members voted in by our school community. We present an overview of Title 1 law, processes, and how this is embedded in our regular school practices at Open House nights for all three schools in September of each year. We also have a SSC bulletin board so that anyone coming to our school can see meeting dates, agendas, and other updates to our school to include our policies, monthly newsletters, and other meeting announcements. We also have events every month of the school year, across our three sites, in which parents are invited to attend events celebrating successes, to partake in academic activities, parent/teacher conferences, IEP meetings, and spirit events.

Our SPSA planning begins in January of each year, to plan for the upcoming year. The ILT and SGT teams meet with the Principal to review current school data in academics, attendance, behavior/discipline, dual-enrollments, graduation, etc... These meeting outcomes are presented to the SSC, to be presented upon, discussed, receive input, and adjust/approve the action steps identified by the ILT and SGT. Part of this process is completing the SPSA Assessment completed by the SSC and ensuring these results match the ILT and SGT outcomes as well, so that our ILT, SGT and SSC are all aligned with quantitative and qualitative data.

To date, the following involvement has taken place for 22-23:
January 2022- ILT Meeting to review data and discuss needs assessment
January 2022- Needs assessment distributed to all staff and community
February 2022-SSC meeting-SPSA Assessment results analyzed, Goal Areas Identified, Allocations and SBB Budget approved.
March 2022- SSC Reviewed school-wide assessment data w/ SEGT (site-based equity and governance team) and ILT for analysis and goal setting.
April 2022- Reviewed Needs Assessment with all staff in All Staff Meeting for input and feedback
May 2022- Conducted additional needs assessment survey to all teachers to determine training/PLC needs/focus and refine goal setting for 22-23.
August 2022- All staff meeting to present upon 22-23 goals based on data collection and analysis.
Sept 19, 20, 21, 2022- Open House for all Parents in which Title One Funding and Involvement was reviewed, Parent Engagement Policy and Home Compact Survey emailed to all parents, SSC meeting to review previous needs assessment, interventions, and goals and approve SPSA

RESOURCE INEQUITIES

Our students come to our school after there has been an educational impact, over a substantial period of time, of social/emotional needs impacting academic progress. Many of these social/emotional challenges stem from poverty and other inequities. 82% percent of our students qualify for Title 1 funding due to families being considered to have low economic status. On top of this 100% of our students qualify under IDEA as having one or more disabilities. 9.7% of our students are considered foster youth. 16.1% of our students are homeless. 12% are English language learners. Therefore, due to these multiple factors affecting our students, our students come to us most often already being below grade level and with intensive behavioral challenges tied not only to a disability, but poverty as well. Once our students make progress and can handle academics successfully based on the effective work of our school, the students are returned back to a comprehensive site. Therefore, our school data reflects students during their most challenging time, while the comprehensive site data represents the students once they are successful from our school's work when the student returns. SBAC data does not represent the progress our students have made as individuals over time, but rather is a snap-shot of the current students we have during that time while at their most challenging in accessing their education. Our data reflects students in great need of therapeutics and while they are in treatment, while the comprehensive site holds the product of our work in their data once the student returns.

- School Principal has not been invited to Elem TEP for the past six years and never to district middle school council meetings.
- School busses arrive late daily to drop off our students on time for instruction regardless of later start times each year and great amounts of communication with the Transportation Department. Groups of students miss 5-20 minutes of instruction daily.
- Many of our families struggle with food and hygiene resources, having difficulty meeting the basic fundamental needs of daily life and security.

These same families often do not have transportation to and from the school.
- Facilities: We have no auditorium/gym at our high schools, no official library, no media centers, and no science facilities to teach chemistry, no specialized classrooms for elective offerings, and no grassy outdoor spaces.
- We are not assigned on-site counselors by the District.
- We are unable to offer extra-curricular activities outside of instructional hours due to all of our students living across the District and transportation only being able to be provided once a day to and from school.
- We have been unable to offer Chemistry to our secondary students due to lack of a lab space that meets specifications before this school year. After advocating, we are now able to implement chemistry for the first time this school year.
- Lack of parent involvement due to our families not having access to our school as they do a neighborhood school.
- Lack of attendance due to students not attending a neighborhood school. If a student misses the bus, they cannot walk to school or get a quick ride to school from their parent. We are geographically located across the city from where a majority of our students reside.
- It is inequitable that our school has the same data criteria as comprehensive sites, when comprehensive sites send their most challenging (and students with unfavorable data) to our school.
- Despite these inequities, our school set goals around closing the inequity gaps as demonstrated throughout this plan.
- Our school is not provided any graduation funds from the District, although all comprehensive sites receive this for their graduates.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Pamela Busch	Principal
Nikki Willis	Parent
Andrew Melia	Other School Rep
Eron Easter	Community Member
Kelli Dancs	Classroom Teacher
Jana Wagner	Classroom Teacher
Kimberly Overcast	Parent
Mark Sturdevant	Community Member
Marisol Meza	Parent
Jordan Means	Classroom Teacher
Chandra Williams	Parent
Liz Toma	Classroom Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Activities Implemented and their outcomes:
Implement Year Four in our roll-out of implementation of Restorative Justice Practices.

1) Starting at the beginning of the year, ensured Restorative Practices are a part of our regular school culture by implementing weekly Restorative Circles during group therapy every Tuesday across all schools. Principal did walk through, and also worked with the Restorative Justice Dept. to do walk-through, and observe these Restorative Circles- ALL classrooms were implementing them with fidelity and students engaged in the process. This implementation was a success and is also portrayed in our decrease in suspensions.

2) Administration sent home a Principal-created letter/invitation with assaultive suspensions (as this is our number one reason for suspensions) inviting the parent to come in with the student for re-entry Restorative Circle upon returning to school. This took place more so through parent phone calls rather than a formal letter being sent out, as conversation with a parent was more impactful than a letter in the mail. Often times, parents were not able to attend the restorative circle due to working, but many parents did come (we provided transportation for several parents) and the outcome was emotional and impactful. Decrease in suspension offenses has gone done and suspensions replaced by Restorative Practices, this is very evident in how our number one suspension offense has been assaultive behaviors over the past few years and we are now seeing a decrease in these behaviors!

3) Students engage in re-entry harm circles with staff/other students after conflict has arisen as a natural consequence and to heal the situation for all those involved. This may be dependent on student willingness to participate, however, we are flexible when needed with waiting a few days to implement until the student is ready.

Addressing Attendance
- Implementing Case Manager Attendance Protocol that involves progressive interventions and a timeline to address attendance issues that involves therapists, parents, and SARB. This was created and vetted by the Lead team, reviewed with all teachers at beg of year and mid-year. Held teacher meetings throughout the year to review student attendance needs, some teachers fell behind but due to these meetings, they got caught up with addressing attendance interventions so this needs to be done throughout the school year

- Community Parent Assistant supports this process and formal documenting of his efforts and interventions put into place for the 22-23 school year, his office was also re-located to the main front office for better accountability, tracking of students and involvement in cases. Created a position for Community Parent Assistant (not through Title 1 or LCFF funds) to support tracking attendance, doing home visits to find students not attending school, following up with these students, creating incentive contracts with them to come to school, and linking parents to resources. A Community Parent Assistant will increase parent engagement for students with chronic absenteeism as well as high suspension rates. We have had a new Community Parent Assistant each year, which requires months of training to get them up to par, we have another new one this year that we are working on training.
- Using our school's bus, when available, to pick up students that missed the school bus. This is effective only when we are able to contact the parent and student that day but when we do, it is highly effective!
- Utilizing zoom with parents to increase parent involvement. Also using our school's bus to pick up parents for meetings and events when they do not have transportation. Using school transportation helps to reach parents who live within SDUSD boundaries but not geographically near the Riley/New Dawn/Marcy campus. Highly effective when parents allow us to provide this. Unfortunately, often times we make arrangements with parents and they do not show or call to cancel their ride and state they are not coming.
- School spirit activities implementation such as murals painted, art projects, clubs, and sports integration at schools to create a nurturing and child-centered environment that is welcoming and uplifting for students, making school an enjoyable so that students want to be at school and do well.
- Clubs and enrichment classes created across schools to expose students to art, technology, life skills, games, etc...Due to us not being able to implement after-school activities and make school more fun and enjoyable. Students did partake in these events across all three sites and for students in attendance, it was evident through observations and student interviews that these made school more enjoyable for them.

4) Implemented year 1 of Leader in Me at Riley K-8 and this was a huge success. Curriculum is embedded in group therapy weekly, and school culture lifted through Leader in me concepts, language, and goal setting and in regular communication with students regarding choices, accountability and self-management. This was so successful, that it will be implemented at Marcy and New Dawn HS for year 1, while Riley moves to year 2.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Attendance continues to be a struggle for our population. 54% of our students experienced chronic absenteeism during 21-22 due to COVID and mental health impact but during 21-22 this increased to 70% chronic attendance due to COVID, mental health and other reasons. There is no district report to pull that contains a summary of unexcused absences, so it is difficult to determine overall actual truancy rates.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

- This is year two of having a consistent Parent Community Liaison.
- COVID has improved
- Leader in Me Implementation
- Starting this year, working with new Attendance Liaison appointed by the District. First meeting scheduled for September 2022.
- We are starting the 22-23 school year with almost 18% of our students truant due to one of the following: parentally private placed in residential treatment facility and parent refuses disenrollment from our school District OR lack of parent and student involvement for the past 2-4 years with chronic student truancy despite numerous interventions and currently these students are in assessment for a change of placement.
- Lifted work on goals listed below

***Identified Need**

An analysis of Hoonuit data highlights a school wide suspension rate of 19.6% for the 2021-22 school year and a 70% chronic absenteeism rate.
Our students have disabilities that require our school to have a culture around therapeutic needs, teaching behavior and social/emotional skills together, and recognizing that our school must look different than a comprehensive site, as our students were unable to make educational progress at a regular school. Our students come to us with attendance, behavioral, and mental health issues- so we must create an environment of safety, consistency, inclusivity, and patience. Student security, a sense of success and belonging, and confidence must be developed in order for there to be a focus on academic success. State Dashboard Attendance and Suspension data recognize that our students miss too much school and are suspended more than should be in order to making adequate progress at school. This is especially true for our socio-economically disadvantaged students, students with disabilities, African American, Hispanic, White, and homeless students.
Because these are such intense areas of need, our staff spends a lot of time building trust and rapport with our students. This includes across our case managers/teachers, therapists, rehabilitation specialists and administration. Many of our students do not have a strong sense of safety, security and confidence. We work to build this in order to for students feel safe and invested in working on their behaviors and academics with our support. Due to the unique population of the students we serve, often a focus on safety and security is main priority for a period of a time and then once established, we can then more meaningfully engage students in academic learning.

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	K-12	Decrease overall suspensions by 10%.	27.5%	17.5%	Suspension	Trimester
June 2023	K-12	Decrease overall chronic attendance of all students.	51.3%	41.3%	Attendance	Weekly

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	K-12	Students with Disabilities	Decrease chronic absenteeism.	51.3%	41.3%	Chronic Absenteeism	Weekly
June 2023	K-12	White	Decrease suspension rate.	20.8%	10.8%	Suspension	Quarterly
June 2023	K-12	Black or African American	Decrease suspension rate.	42.2%	32.2%	Suspension	Quarlerly
June 2023	K-12	Hispanic or Latino	Decrease chronic absences.	55.2%	45.2%	Chronic Absenteeism	Weekly
June 2023	K-12	Homeless/Foster	Decrease suspension rate.	34.9%	24.9%	Attendance	Weekly
June 2023	K-12	Socioeconomically Disadvantaged	Decrease chronic absenteeism.	51.7%	41.7%	Chronic Absenteeism	Weekly
June 2023	K-12	Hispanic or Latino	Decrease suspension rate.	24.8%	14.8%	Suspension	Quarterly
June 2023	K-12	English Learner	Decrease suspension rate.	24.8%	24.1%	Suspension	Quarterly
June 2023	K-12	Black or African American	Decrease chronic absenteeism.	50.2%	24.1%	Chronic Absenteeism	Quarterly
June 2023	K-12	English Learner	Decrease chronic absenteeism.	61.9%	51.9%	Chronic Absenteeism	Quarterly
June 2023	K-12	Homeless/Foster	Decrease chronic absenteeism.	83.3%	73.3%	Chronic Absenteeism	Quarterly

Supporting Black Youth - Additional Goals

✓ 1 R/M/ND's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity

goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
✓ 2. The staff diversity goal at R/M/ND's is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. R/M/ND's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
✓ 3. In the 2022-23 school year, R/M/ND's will monitor and analyze behavioral referrals, referrals to receive Special Education services at our schools and to determine if student groups are being disproportionately referred and the appropriate supports.
✓ 4. R/M/ND's has already created a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
✓ 5. R/M/ND's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
✓ 6. R/M/ND's will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
✓ 8. R/M/ND's will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Restorative Justice Practices

***Students to be served by this Strategy/Activity**

All students, we are a school in which 100% of our students have disabilities. All sub-groups of students benefit as well. We are in Year 5 of being a Restorative Justice School. School-wide implementation is critical in ensuring a culture and environment centered on Restorative Justice and equitable practices.

***Strategy/Activity - Description**

Once-a-week Community Circles and Re-Entry Harm Circles after Suspensions (year four). Revisit with staff to ensure norms are taking place at each meeting, restocking each class of needed materials, provide leadership opportunities for students appropriate to take on mentoring, invite District RJ leaders to come and join classroom circles to help lift our work.
Implement District's Restorative Discipline Policy at all times.
SEGT will review disciplinary and attendance data quarterly to prevent/address any disparities in data and staff responses to student needs.
Implement monthly Common Cores Value initiative in which each month there is a focus on a seven habit that is focused upon in advisory and group therapy, entailing monthly classroom competitions based on student created projects, Recognition at end of the month celebrations and pizza party for classes demonstrating the core value that month through the competition.
After assaultive behaviors, formal parent invite to RJ circles through school-created letter.
Utilizing zones of regulation across all classrooms/schools consistently.
Providing Pro Act training for all staff to support de-escalation and restraint best practices across all students when required.

***Additional Supports for this Strategy/Activity**

Funding for RJ circle materials, student incentives for making positive RJ choices. Pro Act training for all teachers and rehabilitation specialists (certified and classified staff).

Student Intervention Meetings/Staff Alignment

***Students to be served by this Strategy/Activity**

All students benefit by having individualized strategies take place by on their current needs and impact of their disability. In order for this to happen, staff must be up to date, aligned and consistent on student approaches, therapy, attendance, instructional needs, current crisis, safety plans, etc.

***Strategy/Activity - Description**

Increase staff participation and communication around current students to share new information, adjust plans, and develop new plans for students success by:

1. Implement staff morning meetings before school starts on a rotation schedule for each classroom's case load to increase staff communication and focus around current student needs. Meetings take place at least three days a week. Leads attend all meetings for their site and Principal rotates among the three sites.

2. Each group of classroom staff (teacher, rehabs, and therapists) required to participate in monthly classroom staff meeting to discuss current student needs and needed adjustments to classroom environment, teaching, learning, and interventions. All meeting notes uploaded to Principal created google-doc so that leadership can review notes and support classroom efforts.

3. Staff meeting schedule to ensure addressing student needs, communication and immediate interventions in real-time:

- Leads meet with Principals once a month across all three sites and then each site weekly.
- Leads meet with their teams (teachers, rehabs, therapists) weekly.
- Principal meets with teacher teams once a month, rotating into meetings.
- Principal PLC's every month with teachers
- Principal all staff meetings quarterly to discuss overall data, strategies, updates and next steps
- Parent Community Assistant attends Leads meetings for each site once a month to review this intervention in regards to attendance issues and needed parent communication

Attendance Monitoring

***Students to be served by this Strategy/Activity**

All students with chronic attendance issues, about 50% of our population.

***Strategy/Activity - Description**

Implement a Case Manager Attendance Protocol that involves progressive interventions and a timeline to address attendance issues that involves Therapists, Parents, Parent Liaison, Principal, and SARB process.

Utilize school bus to do "sweeps" for students that missed the bus or are tardy so they can still come to school a majority of the school day.

Clerks call parents every morning of absent students to determine because and if parent needs support to get child to school.
Weekly leads meetings to discuss attendance cases, monthly leads meeting with Parent Liaison to activate support.
Provide activities that will entice student attendance such as fun events, assemblies, incentive activities, field trips, exposure to new learning in student interest areas such as art, dance, technology, sports, etc...
Create middle and high school athletic teams so these students are engaged by athletic participation and attendance requirements in order to participate. Requires financial support to run as our school receives no District athletic funding and we must pay for referees, uniforms, fields, trophies, etc....
Individual student contracts created in which students can earn preferred items if they meet an attendance goal. For example, tech, clothing, food, etc.
Contracts made for academic, behavioral and attendance improvement.
Provide monthly awards for attendance at assemblies to include certificates and celebration snacks/treats.
Leader in Me Implementation
Additional hours for clerk to assist with making attendance calls, SARB, communicating with parents, etc...
Working with district-appointed attendance liaison (new 22-23)
Middle and High school classrooms utilize google classroom or canvas so students have access to learning when absent.

***Additional Supports for this Strategy/Activity**

Student incentive attendance contracts, overtime for bus driver to pick up/drop off students, mileage for parent community liaison overtime for Rehabilitation Specialists to cover after-school detention (in lieu of missed class time or OSS).

Parent Engagement and Supports

***Students to be served by this Strategy/Activity**

All Students

***Strategy/Activity - Description**

Community Parent Assistant to provide home visits for parent support and linking parents to resources (food, medical, citizenship, transportation, etc.).
Partnered with Food 4 Kids Food Bank project for K-8 students (new)
Using our school's bus to pick up parents for meetings and events when they do not have transportation. Using school transportation helps to reach parents who live within SDUSD boundaries but not geographically near the Riley/New Dawn/Marcy campus. This includes attendance for Restorative Circles, Open House, awards assemblies, spirit events, IEP meetings, etc...
School spirit activities implementation such as murals painted, art projects, clubs, and sports integration at schools to create a nurturing and child-centered environment that is welcoming and uplifting for students, making school an enjoyable so that students want to be at school and do well. Parents invited to events.
Monthly newsletters and updates sent to parents electronically.
Provide parents with support to create and access email. Provided by Parent Community Liaison.
Provide parents with support to log-in to the Parent Portal to access student grades, attendance and missing work.
Mail items to parents pending an email address, items such as copies of IEPs, documents, school information, flyers, etc.
Parent survey about school pros and cons provided to all parents at each IEP meeting and also available in the front office at all three schools.

Family therapy provided by therapists to all parents per student IEP services.

***Additional Supports for this Strategy/Activity**

Bus availability and overtime funded for bus driver to transport parents. Snacks/food for parents. Clothing bank. Psychiatrist services available through the MHRC on-site at all three schools (if position hired for).

Student Supplies for Home Use

***Students to be served by this Strategy/Activity**

All Students.

***Strategy/Activity - Description**

Provide all school supplies to all students since 83% of our students qualify for Title One support.

Positive Behavior Supports

***Students to be served by this Strategy/Activity**

All Students.

***Strategy/Activity - Description**

Implement school-wide positive point system with feedback to students at least three times daily to include processing with students on their perspective of earned points

- Student partake in daily goal setting with staff.
- Point sheet used to review expectations with students daily, progress on meeting expectations reviewed with students throughout the school day at scheduled times to process with student how they are doing, progress made during the day and points received
- on Fridays, points reviewed with students and student may cash in points to purchase school items, snacks and student preferred items such as technology (to include batteries), games, toys, etc...
- weekly incentive activities also take place each week to alternate between games/sports and snacks/treats for students that are on level as a mid-week check and encouragement to continue doing well

Staff Alignment in utilizing the Response to Student Behavior Continuum created by our school to ensure staff respond to student negative behaviors progressively, consistently and in an aligned manner across classrooms.
Implement the zones of regulation across all three sites, training staff and students annually. Ensuring zones are stocked of supplies to assist students with coping, calming, aggression de-escalation and safety.
Leader in Me School-Wide Adoption at Riley K-8 year two and begin at HS's for year one
Quarterly Spirit Events at Riley for all students on level gold or higher
Weekly announcement shout-outs for students on VIP
Weekly incentive activity or treat for all students on level and then also another for all students on VIP status

Ensure VIP rooms are enticing, engage students and contain high-interest materials/games/technology
Dual enrollment chart reviewed with students and posted in all classrooms
Leader in Me Implementation: Staff training, materials/curriculum, time to meet with Lighthouse Committee (subs may be needed), curriculum, SWAG and poster purchases, time built in to Master Schedule (group therapy) for curriculum implementation, habits integrated into morning announcements and monthly core value w/ class competition. Also had beg of year Riley staff workshop on leadership and overall implementation ideas/changes/new initiatives to be rolled out at Sept/Oct all staff meeting. High School Lighthouse committee's first meet in September and roll out launch at high school all staff meetings in October.

Decrease bus referrals:
Provide bus tools/games/fidgets for students to keep them busy on the bus.
Ice cream parties for no bus referrals for the quarter at ND and monthly for Riley and Marcy. Presented with certificates at End of Month assemblies. Parents invited.
Release busses upon arrival rather than waiting for one-by-one release to decrease time on bus.
Monthly award ceremonies to celebrate student successes and invite parents across all three sites
- Student of the Month
- Perfect Attendance
- Common Core Value Award tied to Seven Habits: Monthly Common Core Values is a monthly group therapy character-building topic with an advisory contest
- Positive Bus Behavior
- Progress on FAST/DEMI assessments

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03641A	Supervising Rehab Spec	0.20786	$18,694.72	$29,764.80	0364-30100-00-2320-2490-5001-01000-0000	Title I Basic Program	[no data]		Salary
F03641B	School Clerk II	0.12500	$5,328.63	$9,761.63	0364-30100-00-2401-2700-0000-01000-0000	Title I Basic Program	[no data]		Salary
F03641C	Supervising Rehab Spec	0.25644	$23,063.96	$36,721.30	0364-30106-00-2320-2490-5001-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Salary
N0364F	Supplies		$6,171.30	$6,171.30	0364-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To implement SPSA

N0364Q	Interprogram Svcs/Paper		$2,048.57	$2,048.57	0364-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		To implement SPSA
N036438	Clerical OTBS Hrly		$2,500.00	$3,425.25	0364-09800-00-2451-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To implement SPSA
N03644I	Prof&Curriclm Dev Vist Tchr		$3,500.00	$4,333.35	0364-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To implement SPSA
N03646H	Non Clsrm Tchr Hrly		$1,000.00	$1,238.10	0364-09800-00-1957-2140-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To implement SPSA
N03649A	Interprogram Svcs/Postage		$500.00	$500.00	0364-09800-00-5726-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To implement SPSA
N03649K	Furniture <$500		$1,000.00	$1,000.00	0364-09800-00-4303-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To implement SPSA
N0364AC	Interprogram Svcs/Duplicating		$1,000.00	$1,000.00	0364-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To implement SPSA
N0364AE	Interprogram Svcs/Field Trip		$300.00	$300.00	0364-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To implement SPSA

***Additional Supports for this Strategy/Activity**

Items/materials/services for incentives, rewards, VIP rooms, point sheets, assemblies, spirit events, quarterly events, incentive field trips, etc.
Leader in Me materials, swag, posters, time to meet, visiting teachers/subs, curriculum and possible school mural.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities. Access: Students with disabilities are general education students first and should have access to a meaningful course of study. Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Per the SPRING FAST Assessment 20-21:
Advanced: 16 %
Low Risk: 13%
Some Risk: 22%
High Risk: 47%

Per the SPRING FAST 21-22:
Advanced: 13 %
Low Risk: 13%
Some Risk: 21%
High Risk: 53%

F&P data indicates: that at beg of 21-22 22% of K-2 students were above grade level while 78% were below. At end of year, 18% of students were at grade level and 81% were below grade level.
Data is not indicative of what all our students can do since assessing is a challenge, many students refuse to test and others guess on answers due to behavior dysregulation and the natural stresses of testing- despite adult support, goal setting and incentives to do well.
Comparative data from year to year is based on a new group of students as students leave and join our school regularly throughout the school year based on IEP team decisions. Regardless, reading is clearly a great area of need for our students.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

COVID was highly impactful on our students in a negative manner due to lack of attendance. Chronic attendance issues impacted learning, detainment, and skill practice and assessment outcomes.
Last year we piloted ability reading groups at the elementary level across three classrooms. This proved successful in managing student's differentiated needs but limited their access to grade level ELA time. Adjustments being made this year per the plan below. Elem teachers all participated in District Accelerated Reading trainings last school year.
Our graduation rate increased as more students were able to meet credit requirements due to master schedule changes in 21-22 which increased amount of credits earned each year.

EL- we now have less EL's in the past, however all teachers will be receiving best practice EL training this year in the Spring as our teachers have not had PD around specific EL needs in years.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

New literacy goals school-wide outlined below to maximize teacher training being implemented with students, increase access to grade level standards, increase access to ability leveled instruction. Increase reading expectations in the home.

***Identified Need - English Language Arts**

Use of SBAC, STAR, aReading, F P and IEP data.
-NOTE: All students at Riley/New Dawn/Marcy are students with disabilities and have IEPs.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	K-12	Per the STAR assessment, students will met expected growth expectations per scaled score growth.	57%	67%	Other (Describe in Objective)	4 times a year for K-8 and 3 times a year for 9-12
June 2022	3-8	Per the aReading assessment, students will score advanced or low risk on aReading	28%	38%	FAST aReading	3 x per year
June 2022	K-2	Increase % of students reading at grade level	baseline	38%	Fountas and Pinnel	3 x per year
June 2022	3-8	Increase % of students scoring at met and advanced levels on the CAASPP	13.9%	23.9%	CAASPP ELA	annually

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	Students with Disabilities	Goal above includes this subgroup as all students at our school are 100% students with disabilities.	123.5 points below the standard	Increase 20 points per the CA Dashboard	Other (Describe in Objective)	Annually
June 2023	K-12	Socioeconomically Disadvantaged	Student in subgroup will increase performance by ten points per the CA Dashboard data.	138.7 points below the standard	Increase 20 points per the CA Dashboard	Other (Describe in Objective)	Annually

***Identified Need - Math**

All students will benefit from the goals as all students are students with disabilities and 80% of our students are low SES.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	Students will increase at least ten points towards proficiency on the CA Dashboard	178 points below the standard	will increase ten points towards the standard	Other (Describe in Objective)	annually
June 2023	K-12	Students will increase proficiency in the area of knowledge, application and communication on math DEMI	64/31/16	74/41/26	DEMI	3 x per year
June 2023	3-8	Increase % of students scoring at met and advanced levels on the CAASPP	5.7%	15.7%	CAASPP Math	annually

***Annual Measurable Outcomes (Closing the Equity Gap) - Math**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	Students with Disabilities	Above goal is for all students as our schools serves 100% students with disabilities.	178 points below the standard on the CA Dashboard	Increase 20 points	Other (Describe in Objective)	Annually
June 2023	K-12	Socioeconomically Disadvantaged	Student subgroup will increase by twenty points on math performance per the CA State Dashboard.	181 points below the standard on the CA Dashboard	Increase 20 points	Other (Describe in Objective)	Annually
June 2023	K-12	Black or African American	Student subgroup will increase by twenty points on math performance per the CA State Dashboard.	160 points below the standard on the CA Dashboard	Increase 20 points	Other (Describe in Objective)	Annually

***Identified Need - English Learners**

Our students are below grade level in both reading and math. Language acquisition will assist students with language skills to better understand, manipulate, learn, and show what they know in content areas.

NOTE-All students including EL students are students with disabilities and have IEPs so language development needs, to include reading and writing, are addressed through IEP goals and school-wide ELA and Math goals (in fact, all school-wide goals are inclusive of students with ELL needs).

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	English Learner	Reclassification will be considered at 100% of IEP meetings for all students meeting criteria.	50%	100%	Reclassification Rates	2/year

***Identified Need - Graduation/Promotion Rate**

Current Dashboard data (not updated currently): Riley/New Dawn is very unique in that all its students are Students with Disabilities. According to the CA Dashboard, there was an increase of 14.2% in graduation rate having had 31.6% of our students graduate. Looking at our subgroups, we had increase among Hispanic students of 33.3% with a total of 33.3% of Hispanic students graduating. Furthermore, graduation rate for our Socioeconomically Disadvantaged students also increased by 9.2% for a total of 23.5% of them to graduating. An overall of 31.6% of all our students graduated in 2019. In 2020, this rate fell to 26.7%, however, 100% of these students were qualified as SPED and also socially disadvantaged. Due to our very low population of seniors, most Dashboard data is not available regarding graduation. It is important to note that of our graduating population, many students transition to TRACE to complete their graduation requirements. Spring 21- According to the CA dashboard, 38.9% graduation rate within four years which does not include the percentage of all students that graduated. Spring 22- had a total of 17 HS graduates (our highest in the last 6 years). Pending actual graduation rate CA dashboard data (not available until Dec).

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Students on diploma track	Increase students separate school successful exits either through graduation, full enrollment back to a comprehensive site or entrance into a another appropriate program such as TRACE	38.9% of students graduated	20% increase	Other (Describe in Objective)	Yearly

***Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Students on diploma track	Students with Disabilities	Increase students separate school	26.7%	46.7%	Other (Describe in Objective)	Yearly

			successful exits either through graduation, full enrollment back to a comprehensive site or entrance into a another appropriate program such as TRACE				
June 2023	Students on diploma track	Socioeconomically Disadvantaged	Increase students separate school successful exits either through graduation, full enrollment back to a comprehensive site or entrance into a another appropriate program such as TRACE	26.7%	46.7%	Other (Describe in Objective)	Yearly

Instructional Support

***Students to be served by this Strategy/Activity**

All students as our school serves 100% students with disabilities.

***Strategy/Activity - Description**

LITERACY

Double Elementary specific reading time and Ability groups for ALL Elementary students.

-Elementary Focus-

-continued accelerated reading with flexible ability reading groups for all elementary students.

-double dedicated ELA time for each school day

-Grades 1-3: 50 min/day

-Grades 4-5: 60 min/day

-PLUS, 50 min/day of strategic and flexible ability reading groups across elementary classes (through use of FAST, F&P, STAR and classroom data)

-Secondary Focus-

-Standards Based Grading

-Supporting District roll-out, use of proficiency skills, body of evidence and grade application

- MS and HS alignment
-Combine MS and HS PLC's to begin alignment dialogue
-Data, research, and discussion on student readiness for high school and post-secondary readiness and outcomes
-Reading Intervention Elective for both MS and HS students

All-
-Use of FAST and DEMI data to inform instructional decision making
-EL Training on Instructional Strategies
-Autism Training to stay current and informed on new research and strategies

-Use of District Curriculum and School Adopted Research Based Intervention Curriculum across Teachers/Training for 6 new Teachers

-Elem: Benchmark ELA, Envisions Math,
-MS: Amplify ELA, Sci., SS,
-HS: GVC
- Intervention: Journeys (k-3), Read 180 (4-12), Freckles Math or IXL Math (K-12), TCI SS and Sci. (K-8)

MS Intervention: Students have a study skills class every other day to focus on remedial instruction to cater to student individual learning gaps. Reading intervention class for all MS students three years or more below grade level.
HS Intervention: Students reading at the 5th grade and below scheduled into a Reading Intervention elective daily, which they take during scheduled quarters in between ELA quarter classes.
Quarterly STAR Assessments and/or DRA/Fountas and Pinnel Assessments to determine progress made or need for more individualized student intervention/teacher support. Data reviewed in PLC meetings and with students.
Teachers attend GVC trainings.
Ensuring every classroom has a library that contains books that are representative of our student population and also represent people across ethnicities, heritages, and cultures from a variety of writers that represent this as well.
Buddy reading mentors so that our high school students can serve as readers and listeners to elementary students.
Include books as prizes and incentives for students. Give out donated books to students to take home for home libraries.
Principal reading group walk through and observations with feedback

Training/PD/PLC Needs:
- Partnering with district Reading Specialist Psychologist to provide PD to teachers and Rehabs throughout the school year in collaboration with Principal and school-site Psychologist
- Three PD's for elem. teachers, one for middle and high school teachers, one for Rehabilitation Specialists

- Training for all Rehabs (K-12) on implementing reading strategies when assisting students with tasks involving the reading the process.
Improving student reading performance and confidence transfers to increased self-confidence, on-task behaviors, mental health and positive behavior in class!
-ALL students K-12 are expected to read at least 30 min/night through homework assigned by ALL Elem and ELA teachers K-12
-Reading assignments, flipped lessons, independent reading of a book/novel, reading with parent, etc.

***Additional Supports for this Strategy/Activity**

Curriculum, licenses and supplements, student awards/rewards on progress, books for classroom libraries, supplies and materials, flexible seating for flexible reading groups/reading time, training for teachers, release time, guest teachers if needed, district trainings, etc.

Instructional Supports

***Students to be served by this Strategy/Activity**

All special education students as we serve 100% students with disabilities and 84% low SES.

***Strategy/Activity - Description**

NUMERACY
Secondary teacher engagement in monthly PD on standards based grading, equitable teaching, MS and HS alignment, post-secondary readiness best practices
MS Intervention: Students have a study skills class every other day to focus on remedial instruction to cater to student individual learning gaps (w curriculum provided -Freckles/IXL)
HS Intervention: Students enrolled in Power Up elective in between quarterly math classes (w/ curriculum provided- Freckles/IXL).
Triannual DEMI is used to determine progress made or need for more individualized student intervention/teacher support. Data reviewed in PLC meetings and with students.
Implementation of Chess Club weekly and access to Chess Kids software to support mind/brain development on thinking, focus, strategy of problem solving and following multi-step instructions.
Curriculum Remediation and IEP Goal Support: continue funding and utilizing Freckles Math, TCI for science, and other software programs (ex: Brain Pop, News Ela, math games) to support numeracy. Continue to purchase materials and supplies for students related to differentiating instruction and providing data driven responses to student needs.
Provide resources and manipulatives for high interest lessons. Include field trips around science, math, technology and engineering to expose students to real math application to increase the joy and interest of math.
Teacher attendance in District GVC trainings.

***Additional Supports for this Strategy/Activity**

Curriculum, licenses and supplements, student awards/rewards on progress, supplies and materials, flexible seating for flexible for math groups and to increase focus on math tasks, training for teachers, release time, guest teachers if needed, district trainings, etc.

Professional Development

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

EL SUPPORTS
All ELs will be provided high quality daily integrated and designated ELD instruction with additional support from the Education Specialist. Teacher training on best-practices by the OLA Dept. scheduled for Spring 2023.
All required students enrolled in 900 classes.

In support of student reclassification:
- Lead Teachers trained by the OLA and SPED Department on reclassification process during summer of 2019
- Principal informed all Case Managers of identified EL students in August of 2022.
- Lead Teachers training Case Managers on process in September/October of 2022.
- At annual IEP's, reclassification will take place as appropriate for students who meet this criteria.

***Additional Supports for this Strategy/Activity**

Reclassification support from OLA Dept., time in IEP meetings

Capacity Building

***Students to be served by this Strategy/Activity**

African American population.

***Strategy/Activity - Description**

SEGT reviews data quarterly to address any inequities or disparities.
Release time for teacher's to attend District training as needed.
Train new teachers on Restorative Justice approaches and procedures.

***Additional Supports for this Strategy/Activity**

District release time for staff to attend District trainings.

Strategies

***Students to be served by this Strategy/Activity**

All students at Riley/New Dawn with specific attention to students looking into exiting Riley either through graduation, full enrollment back to a comprehensive site or entrance into a another appropriate program such as TRACE

***Strategy/Activity - Description**

GRADUATION
Send sweeper bus to pick up students when they are late coming to school.
Revamped 21-22 master schedule to increase amount of credits that can be earned annually from 12 to 16. Kept for 22-23.
Ensure parents are notified each time their child becomes at risk of failing.
Promote to parents their access to check student grades and attendance on line- letters to send to parents in Fall and Spring with instructions and promoted at IEP meetings.
Hold an exciting Graduation Ceremony and invite all high school students to attend so they can see the end result and celebration of hard work and goal setting. Funding for announcements, decorations, celebration activities, etc...
Alignment between MS and HS for HS readiness through joint PLC for 22-23 school year.
High School students will be exposed to at least one post-secondary speaker/training to support IEP transition plans, supports and services for meeting post-secondary needs such as community colleges, Regional Center, Social Security, DMV, etc. Parent Community Liaison will reach out to organization and book them for monthly presentations to students at each high school.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03641F	Auto Expense Personal Car		$2,500.00	$2,500.00	0364-09800-00-5203-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To implement SPSA

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

We have a handful of very involved parents that attend events regularly. Our school events include monthly awards ceremonies, field trips, and holiday events. We tend to get more parents to attend for our holiday events than any other type of activity, so we offer these for most holidays. We also have some parents that volunteer at our school, to cook for events and special classroom activities, join us for sporting events and field trips. However, a majority of our parents have a difficult time with involvement due to transportation issues, working during the day/evenings, and having limited resources to allow them to come across town and invest an evening in the school.
For example, even with our school providing transportation and snacks for Open House, only five families attended the Riley Open House last year, six attended the New Dawn Open House, and three attended the Marcy Open House in-person. Last year we did Open House on zoom and still only had about five families attend for each school site.
Our school is not a neighborhood school and many of our families come from low SES areas across town from our school. However, we do have a high IEP attendance rate although it may take multiple forms of communication and/or reschedules for a family to attend.
Our families also participate and are engaged through phone, text, and email contact. Our mental health therapists and case managers contact parents regularly, if not weekly (especially for K-5), to discuss issues, updates, and progress. For grades K-5, we send home daily point sheets for our students that have detailed information about how our students did that day, what level they are on per our school-wide positive behavioral point system and has detailed info and notes about the student's day for parents. Students 6-12 have their point sheets online for students and parents to access at any time. For grades 6-12, we promote the use of Power School for our parents so they log in regularly to check attendance and grades for their child. We promote this through flyers, Open House, sending letters home at the beginning of each semester, and at IEP meetings and parent/teacher conferences.
A large challenge we face is assisting parents to get their children to come to school when the student is refusing school due to anxiety and/or depression. We have many interventions in place for this, however there are some students that take a very long time to overcome these issues despite interventions

before they start coming to school regularly. Parents are key in supporting, enforcing, and ensuring their child comes to school each day, but often need our support as they alone cannot make this happen.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

19-20 (through non-Title 1/LCCF funds) a Parent Community Assistant to work with families around attendance. She would track attendance, research how to best get ahold of parents, make calls, build relationships, offer resources, and do home visits to assist parents with getting their children to school. She helped them to access medical care, would take them food and clothes from our food bank, helped coordinate transportation needs, visited with students at home, and consulted with case managers and therapists to triangulate communication. She was very successful and we saw students that were not coming to school at all, start coming! She was hired last November and left our school for another position at the end of the 19-20 school year. We are in the process of hiring a new person for this position as she made a major difference in year's past with attendance.
However, in 20-21, a new Assistant was assigned that did not implement job duties and then retired in December.
21-22- we have a new Assistant, bilingual as this is required for all of them, and we are hopeful he will do an outstanding job in support of our families.
22-23 same assistant with formalized process now in year two with monitoring attendance, logging intervention for staff to access and increasing parent support to email access

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

New goals will involve Case Managers having a systematic process of what to do when attendance or discipline issues arise to keep parents informed and involved.

***Identified Need**

Our school has challenges with parent involvement due to many factors such as lack of parent transportation, students coming to our school from across the large District and parents not being able to take off work. However, we have a major need for parental involvement due to students having disabilities, IEP implementation, MH intake meetings, parent counseling IEP services and needing to collaborate with parents regarding intervention plans and student progress.
We are also still struggling with impacts of COVID, most meetings are all still held online. While it's more engaging to have parents on site, using zoom also increases parent likeliness of attending meetings when they don't have to come onsite and can zoom from home/work/phone.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2022	SSC	SSC parent members will commit to serving and attending all SSC meetings throughout the year.	50%	100%	Other - Describe in objective

June 2022	Other (Describe in Objective)	All parents will attend IEP meetings.	70%	100%	Other - Describe in objective

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2022	Other (Describe in Objective)	Parents will attend at least one event, besides an IEP meeting, to attend at our school.	10%	20%	Attendance
June 2022	Other (Describe in Objective)	Parents of students not making progress on IEP goals will attend a Parent/Teacher Conference.	20%	80%	Attendance

Parent Engagement

***Families to be served by this Strategy/Activity**

All families

***Strategy/Activity - Description**

1. To increase parent engagement regarding attendance and behavioral concerns, a progressive timeline of communication to parents from the Clerk, Case Manager, and Therapist will be created, staff trained, and implemented for students throughout the school year.
2. Streamline and partner with new District appointed Attendance Support Personnel assigned to our school.
3. Our bus driver will provide rides to parents without transportation to school events, IEP meetings, Open House, SARB meetings, and parent/teacher conferences.
4. A monthly Newsletter will go to all parents sharing school updates, important dates, invitations, and news.
5. Parent Community Liaison will support parents by communicating with Spanish speaking parents when needed, assisting with getting IEP and other important documents signed by parents when this assistance is needed, calling parents to provide community resources as appropriate.
6. Food and clothing pantry is available and stocked throughout the year to help families have essential needs met so there can be a focus on school.
7. Parent Community Liaison assisting parents without email addresses - training parents on the benefits of email use and communication and assisting them with how to set up an email address and correspond using email.
8. School staff conducting home visits when parents are struggling with their child's attendance and school engagement, to provide support, strategies and strengthen our teamwork in support of students.
9. Make referrals to the Food 4 Kids food bank program at Riley K-6. (HS's on the waiting list)
10. All elementary parents provided a daily written progress report on how their child did every Friday. All 6-12 parents have access to their child's google point sheet at any time. Progress report contains social/emotional and academic progress.
11. Parent survey and input about our school strengths and areas they would like to see improved are asked for at all IEP meetings and a suggestion box in front office at each school.

Also see strategies under Goal 1.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N036455	Interprogram Svcs/Paper		$355.00	$355.00	0364-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Implement SPSA
N0364AD	Interprogram Svcs/Postage		$500.00	$500.00	0364-30103-00-5726-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Implement SPSA

***Additional Supports for this Strategy/Activity**

Snacks/food for parents, food bank, clothing bank, COVID testing on site.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Riley/New Dawn Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 42,430
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 99,619

Other Federal, State, and Local Funds

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

Federal Programs	**Allocation ($)**
Title I Supplemental (30106)	$ 36,721
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 36,721

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

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$ 20,468
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 20,468

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 99,619

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Riley/New Dawn	**09800 LCFF Intervention Support**	(blank)	**1192 Prof&Curriclm Dev Vist Tchr**	Prof&Curriclm Dev Vist Tchr	0	$3,500.00
Riley/New Dawn			**1957 Non Clsrm Tchr Hrly**	Non Clsrm Tchr Hrly	0	$1,000.00
Riley/New Dawn			**2451 Clerical OTBS Hrly**	Clerical OTBS Hrly	0	$2,500.00
Riley/New Dawn			**3000 Benefits**		0	$1,996.70
Riley/New Dawn			**4301 Supplies**	Supplies	0	$6,171.30
Riley/New Dawn			**4303 Furniture <$500**	Furniture <$500	0	$1,000.00
Riley/New Dawn			**5203 Auto Expense Personal Car**	Auto Expense Personal Car	0	$2,500.00
Riley/New Dawn			**5721 Interprogram Svcs/Duplicating**	Interprogram Svcs/Duplicating	0	$1,000.00
Riley/New Dawn			**5726 Interprogram Svcs/Postage**	Interprogram Svcs/Postage	0	$500.00
Riley/New Dawn			**5735 Interprogram Svcs/Field Trip**	Interprogram Svcs/Field Trip	0	$300.00
Riley/New Dawn		**(blank) Total**			**0**	**$20,468.00**
Riley/New Dawn	**09800 LCFF Intervention Support Total**				**0**	**$20,468.00**
Riley/New Dawn	**30100 Title I Basic Program**	School Clerk II	**2401 Clerical OTBS**	Clerical OTBS	0.125	$5,328.63
Riley/New Dawn			**3000 Benefits**		0	$4,433.00
Riley/New Dawn		**School Clerk II Total**			**0.125**	**$9,761.63**
Riley/New Dawn		Supervising Rehab Spec	**2320 Supervisor (Rep)**	Supervisor (Rep)	0.2079	$18,694.72
Riley/New Dawn			**3000 Benefits**		0	$11,070.08
Riley/New Dawn		**Supervising Rehab Spec Total**			**0.2079**	**$29,764.80**
Riley/New Dawn		(blank)	**5733 Interprogram Svcs/Paper**	Interprogram Svcs/Paper	0	$2,048.57
Riley/New Dawn		**(blank) Total**			**0**	**$2,048.57**
Riley/New Dawn	**30100 Title I Basic Program Total**				**0.3329**	**$41,575.00**
Riley/New Dawn	**30103 Title I Parent Involvement**	(blank)	**5726 Interprogram Svcs/Postage**	Interprogram Svcs/Postage	0	$500.00
Riley/New Dawn			**5733 Interprogram Svcs/Paper**	Interprogram Svcs/Paper	0	$355.00
Riley/New Dawn		**(blank) Total**			**0**	**$855.00**
Riley/New Dawn	**30103 Title I Parent Involvement Total**				**0**	**$855.00**
Riley/New Dawn	**30106 Title I Supplmnt Prog Imprvmnt**	Supervising Rehab Spec	**2320 Supervisor (Rep)**	Supervisor (Rep)	0.2564	$23,063.96
Riley/New Dawn			**3000 Benefits**		0	$13,657.34
Riley/New Dawn		**Supervising Rehab Spec Total**			**0.2564**	**$36,721.30**
Riley/New Dawn	**30106 Title I Supplmnt Prog Imprvmnt Total**				**0.2564**	**$36,721.30**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Riley/Marcy/New Dawn Schools

TITLE I PARENT & FAMILY ENGAGEMENT POLICY

2.0 With approval from the local governing board, R/M/ND has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) Distribution takes place through school meetings, emails and Open House.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how R/M/ND school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]) This takes place through Open House and emails to parents.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2]) Meeting dates and times are decided upon by the SSC panel.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) SSC meetings are posted, invites sent to all members, meeting dates emailed to parents.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1]) Done so through IEP meetings, Parent/Teacher Conferences, Open House.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, R/M/ND, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact

2.4 School-Parent Compact *Riley/Marcy/New Dawn Schools*

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B]) R/M/ND provides daily behavior progress sheets that parents can access through google at any time.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that

family members can understand. (20 U.S.C. § 6318[d][2][D]) R/M/ND does so through parent emails, IEP meetings, parent conferences, newsletters and an open-door policy in which parents may receive assistance at our school at anytime.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

Riley/New Dawn (San Diego, CA)

San Diego Unified

Return to Search

Reporting Year: 2019

View other reports for this School

This report displays the performance level (color) for each student group on all the state indicators.

Pivot Data by StudentGroups

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Yellow	None	None	Orange	Orange
English Learners	None	Red	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	Red	None	None	None	None
Socioeconomically Disadvantaged	Orange	Yellow	None	None	Orange	Orange
Students with Disabilities	Red	Yellow	None	None	Orange	Orange
African American	None	Red	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Orange	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Orange	None	None	None	None
Two or More Races	None	None	None	None	None	None

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Riley/New Dawn
All Grades Combined

	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	78	11.5	90	11.1	72	4.2	72	13.9	70	5.7	-5.8	-8.2	74	5.4	85	3.5	70	1.4	70	5.7	71	4.2	-1.2	-1.5
Female	18	5.6	24	12.5	21	9.5	16	12.5	12	8.3	2.7	-4.2	16	6.3	20	5.0	18	0.0	19	0.0	12	0.0	-6.3	0.0
Male	60	13.3	66	10.6	51	2.0	56	14.3	58	5.2	-8.1	-9.1	58	5.2	65	3.1	52	1.9	51	7.8	59	5.1	-0.1	-2.7
African American	20	5.0	15	0.0	17	0.0	13	7.7	16	0.0	-5.0	-7.7	19	5.3	13	0.0	17	0.0	14	7.1	17	0.0	-5.3	-7.1
Asian	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	-	0	-	1	-	1	-	-	-	1	-	0	-	0	-	1	-	1	-	-	-
Hispanic	38	13.2	48	14.6	31	3.2	41	14.6	34	2.9	-10.3	-11.7	35	2.9	45	2.2	31	3.2	39	0.0	34	2.9	0.0	2.9
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	12	8.3	20	15.0	21	9.5	8	-	10	0.0	-8.3	-	12	8.3	21	9.5	19	0.0	8	-	10	0.0	-8.3	-
Multiracial	7	-	7	-	3	-	8	-	9	-	-	-	7	-	6	-	3	-	8	-	9	-	-	-
English Learner	18	5.6	17	5.9	15	0.0	15	0.0	13	0.0	-5.6	0.0	17	0.0	17	5.9	14	0.0	15	0.0	13	0.0	0.0	0.0
English-Speaking	60	13.3	73	12.3	56	5.4	57	17.5	57	7.0	-6.3	-10.5	57	7.0	68	2.9	55	1.8	55	7.3	58	5.2	-1.8	-2.1
Reclassified†	7	-	4	-	5	-	9	-	6	-	-	-	6	-	3	-	5	-	7	-	6	-	-	-
Initially Eng. Speaking	53	7.5	69	13.0	51	3.9	48	16.7	51	5.9	-1.6	-10.8	51	5.9	65	3.1	50	2.0	48	8.3	52	3.8	-2.1	-4.5
Econ. Disadv.*	67	10.4	73	6.8	59	1.7	59	8.5	58	5.2	-5.2	-3.3	63	4.8	67	1.5	59	0.0	59	1.7	59	5.1	0.3	3.4
Non-Econ. Disadv.	11	18.2	17	29.4	13	15.4	13	38.5	12	8.3	-9.9	-30.2	11	9.1	18	11.1	11	9.1	11	27.3	12	0.0	-9.1	-27.3
Gifted	11	18.2	9	-	3	-	6	-	2	-	-	-	10	30.0	9	-	2	-	6	-	2	-	-	-
Not Gifted	67	10.4	81	8.6	69	4.3	66	9.1	68	4.4	-6.0	-4.7	64	1.6	76	3.9	68	1.5	64	0.0	69	2.9	1.3	2.9
With Disabilities	77	11.7	89	11.2	72	4.2	67	13.4	68	5.9	-5.8	-7.5	73	4.1	84	3.6	70	1.4	64	4.7	69	4.3	0.2	-0.4
WO Disabilities	0	-	1	-	0	-	5	-	2	-	-	-	1	-	1	-	0	-	6	-	2	-	-	-
Homeless	0	-	11	0.0	6	-	8	-	12	0.0	-	-	8	-	8	-	6	-	8	-	13	0.0	-	-
Foster	10	10.0	10	0.0	7	-	8	-	7	-	-	-	9	-	10	0.0	8	-	9	-	1	-	-	-
Military	9	-	10	10.0	5	-	4	-	3	-	-	-	9	-	10	0.0	5	-	4	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Riley/New Dawn
Grade 3

	English Language Arts												Mathematics											
	2016		2017		2018		2019		2022		Chg From 2016	Chg From 2019	2016		2017		2018		2019		2022		Chg From 2016	Chg From 2019
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	10	20.0	13	0.0	4	-	15	40.0	10	0.0	-20.0	-40.0	9	-	13	0.0	4	-	6	-	10	0.0	-	-
Female	3	-	1	-	1	-	5	-	3	-	-	-	2	-	1	-	1	-	2	-	3	-	-	-
Male	7	-	12	0.0	3	-	10	40.0	7	-	-	-	7	-	12	0.0	3	-	4	-	7	-	-	-
African American	3	-	2	-	0	-	1	-	4	-	-	-	2	-	2	-	0	-	1	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	6	-	5	-	2	-	9	-	4	-	-	-	6	-	5	-	2	-	4	-	4	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	6	-	2	-	2	-	2	-	-	-	1	-	6	-	2	-	1	-	2	-	-	-
Multiracial	0	-	0	-	0	-	2	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
English Learner	4	-	2	-	2	-	5	-	1	-	-	-	4	-	2	-	2	-	1	-	1	-	-	-
English-Speaking	6	-	11	0.0	2	-	10	60.0	9	-	-	-	5	-	11	0.0	2	-	5	-	9	-	-	-
Reclassified†	1	-	0	-	0	-	3	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Initially Eng. Speaking	0	-	11	0.0	2	-	7	-	9	-	-	-	4	-	11	0.0	2	-	5	-	9	-	-	-
Econ. Disadv.*	9	-	11	0.0	4	-	11	27.3	9	-	-	-	8	-	11	0.0	4	-	6	-	9	-	-	-
Non-Econ. Disadv.	11	18.2	2	-	13	15.4	4	-	1	-	-	-	1	-	2	-	11	9.1	11	27.3	1	-	-	-
Gifted	11	18.2	9	-	3	-	3	-	2	-	-	-	1	-	9	-	2	-	6	-	2	-	-	-
Not Gifted	9	-	13	0.0	4	-	12	33.3	10	0.0	-	-33.3	8	-	13	0.0	4	-	6	-	10	0.0	-	-
With Disabilities	10	20.0	13	0.0	4	-	13	38.5	10	0.0	-20.0	-38.5	9	-	13	0.0	4	-	5	-	10	0.0	-	-
WO Disabilities	0	-	1	-	0	-	2	-	2	-	-	-	0	-	1	-	0	-	1	-	2	-	-	-
Homeless	0	-	1	-	6	-	3	-	3	-	-	-	1	-	1	-	6	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	3	-	0	-	1	-	0	-	-	-	2	-	3	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Riley/New Dawn
Grade 4

	English Language Arts												Mathematics											
	2016		2017		2018		2019		2022		Chg From 2016	Chg From 2019	2016		2017		2018		2019		2022		Chg From 2016	Chg From 2019
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	9	-	12	16.7	12	0.0	6	-	13	23.1	-	-	8	-	12	8.3	12	0.0	8	-	13	23.1	-	-
Female	3	-	4	-	2	-	2	-	1	-	-	-	2	-	4	-	2	-	0	-	1	-	-	-
Male	6	-	8	-	10	0.0	4	-	12	25.0	-	-	6	-	8	-	10	0.0	8	-	12	25.0	-	-
African American	3	-	2	-	2	-	1	-	4	-	-	-	2	-	2	-	2	-	0	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	4	-	7	-	5	-	4	-	2	-	-	-	5	-	7	-	5	-	6	-	2	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	2	-	5	-	1	-	2	-	-	-	0	-	2	-	5	-	2	-	2	-	-	-
Multiracial	1	-	1	-	0	-	0	-	4	-	-	-	1	-	1	-	0	-	0	-	4	-	-	-
English Learner	1	-	2	-	2	-	1	-	0	-	-	-	1	-	2	-	2	-	2	-	0	-	-	-
English-Speaking	8	-	10	10.0	10	0.0	5	-	13	23.1	-	-	7	-	10	0.0	10	0.0	6	-	13	23.1	-	-
Reclassified†	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	1	-	2	-	-	-
Initially Eng. Speaking	7	-	10	10.0	10	0.0	5	-	11	18.2	-	-	6	-	10	0.0	10	0.0	5	-	11	18.2	-	-
Econ. Disadv.*	8	-	11	9.1	11	0.0	6	-	12	25.0	-	-	7	-	11	9.1	10	0.0	6	-	12	25.0	-	-
Non-Econ. Disadv.	11	18.2	1	-	1	-	13	38.5	1	-	-	-	1	-	1	-	2	-	2	-	1	-	-	-
Gifted	2	-	1	-	3	-	6	-	1	-	-	-	1	-	1	-	2	-	6	-	1	-	-	-
Not Gifted	7	-	11	9.1	12	0.0	6	-	12	16.7	-	-	7	-	11	9.1	12	0.0	8	-	12	16.7	-	-
With Disabilities	9	-	12	16.7	12	0.0	5	-	12	25.0	-	-	7	-	12	8.3	12	0.0	7	-	12	25.0	-	-
WO Disabilities	0	-	1	-	0	-	1	-	1	-	-	-	1	-	1	-	0	-	1	-	1	-	-	-
Homeless	0	-	2	-	1	-	1	-	3	-	-	-	0	-	2	-	1	-	1	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	1	-	0	-	1	-	-	-	1	-	2	-	1	-	0	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Riley/New Dawn
Grade 5

	English Language Arts												Mathematics											
	2016		2017		2018		2019		2022		Chg From 2016	Chg From 2019	2016		2017		2018		2019		2022		Chg From 2016	Chg From 2019
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	6	-	15	13.3	1	-	8	-	9	-	-	-	5	-	14	0.0	0	-	12	8.3	9	-	-	-
Female	0	-	5	-	1	-	0	-	2	-	-	-	0	-	5	-	0	-	1	-	2	-	-	-
Male	6	-	10	20.0	0	-	8	-	7	-	-	-	5	-	9	-	0	-	11	9.1	7	-	-	-
African American	1	-	3	-	0	-	0	-	4	-	-	-	1	-	3	-	0	-	3	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	3	-	8	-	1	-	6	-	3	-	-	-	1	-	7	-	0	-	5	-	3	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	2	-	0	-	2	-	2	-	-	-	3	-	2	-	0	-	2	-	2	-	-	-
Multiracial	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	2	-	0	-	-	-
English Learner	2	-	2	-	1	-	2	-	1	-	-	-	1	-	2	-	0	-	1	-	1	-	-	-
English-Speaking	4	-	13	15.4	0	-	6	-	8	-	-	-	4	-	12	0.0	0	-	11	9.1	8	-	-	-
Reclassified†	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Initially Eng. Speaking	4	-	13	15.4	0	-	5	-	8	-	-	-	4	-	12	0.0	0	-	11	9.1	8	-	-	-
Econ. Disadv.*	5	-	13	7.7	1	-	6	-	8	-	-	-	3	-	12	0.0	0	-	11	9.1	8	-	-	-
Non-Econ. Disadv.	11	18.2	2	-	13	15.4	2	-	1	-	-	-	2	-	2	-	0	-	1	-	1	-	-	-
Gifted	1	-	9	-	3	-	6	-	2	-	-	-	1	-	9	-	0	-	1	-	2	-	-	-
Not Gifted	67	10.4	15	13.3	1	-	8	-	9	-	-	-	4	-	14	0.0	0	-	11	0.0	9	-	-	-
With Disabilities	6	-	15	13.3	1	-	7	-	9	-	-	-	5	-	14	0.0	0	-	12	8.3	9	-	-	-
WO Disabilities	0	-	1	-	0	-	1	-	2	-	-	-	0	-	1	-	0	-	6	-	2	-	-	-
Homeless	0	-	2	-	6	-	1	-	2	-	-	-	1	-	2	-	0	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	2	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Riley/New Dawn
Grade 6

	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	9	-	8	-	11	0.0	13	15.4	9	-	-	-	10	0.0	8	-	13	0.0	8	-	10	0.0	0.0	-
Female	1	-	1	-	2	-	1	-	0	-	-	-	2	-	0	-	3	-	5	-	0	-	-	-
Male	8	-	7	-	9	-	12	16.7	9	-	-	-	8	-	8	-	10	0.0	3	-	10	0.0	-	-
African American	3	-	1	-	3	-	3	-	1	-	-	-	4	-	1	-	3	-	2	-	2	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	3	-	6	-	4	-	6	-	7	-	-	-	3	-	6	-	6	-	4	-	7	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	0	-	3	-	2	-	1	-	-	-	1	-	1	-	3	-	0	-	1	-	-	-
Multiracial	2	-	1	-	1	-	2	-	0	-	-	-	2	-	0	-	1	-	2	-	0	-	-	-
English Learner	1	-	2	-	0	-	2	-	4	-	-	-	1	-	3	-	0	-	3	-	4	-	-	-
English-Speaking	8	-	6	-	11	0.0	11	18.2	5	-	-	-	9	-	5	-	13	0.0	5	-	6	-	-	-
Reclassified†	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Initially Eng. Speaking	0	-	6	-	10	0.0	11	18.2	5	-	-	-	9	-	5	-	12	0.0	5	-	6	-	-	-
Econ. Disadv.*	67	10.4	8	-	7	-	12	16.7	9	-	-	-	10	0.0	7	-	9	-	7	-	10	0.0	0.0	-
Non-Econ. Disadv.	11	18.2	17	29.4	4	-	1	-	12	8.3	-9.9	-	0	-	1	-	4	-	1	-	12	0.0	-	-
Gifted	11	18.2	2	-	1	-	1	-	2	-	-	-	1	-	2	-	1	-	1	-	2	-	-	-
Not Gifted	67	10.4	6	-	10	0.0	12	8.3	9	-	-	-	9	-	6	-	12	0.0	7	-	10	0.0	-	-
With Disabilities	77	11.7	8	-	11	0.0	13	15.4	9	-	-	-	10	0.0	8	-	13	0.0	7	-	10	0.0	0.0	-
WO Disabilities	0	-	1	-	0	-	5	-	2	-	-	-	0	-	1	-	0	-	1	-	2	-	-	-
Homeless	0	-	1	-	1	-	1	-	1	-	-	-	0	-	1	-	1	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	2	-	2	-	0	-	-	-	2	-	0	-	2	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Riley/New Dawn
Grade 7

	English Language Arts												Mathematics											
	2016		2017		2018		2019		2022		Chg From 2016	Chg From 2019	2016		2017		2018		2019		2022		Chg From 2016	Chg From 2019
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	11	9.1	15	6.7	16	0.0	5	-	11	9.1	0.0	-	11	0.0	13	7.7	16	6.3	13	7.7	11	0.0	0.0	-7.7
Female	2	-	4	-	2	-	3	-	1	-	-	-	2	-	2	-	2	-	4	-	1	-	-	-
Male	9	-	11	9.1	14	0.0	2	-	10	0.0	-	-	9	-	11	9.1	14	7.1	9	-	10	0.0	-	-
African American	3	-	5	-	3	-	2	-	0	-	-	-	3	-	4	-	3	-	5	-	0	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	4	-	4	-	8	-	2	-	7	-	-	-	4	-	3	-	8	-	6	-	7	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	3	-	5	-	4	-	0	-	2	-	-	-	3	-	5	-	4	-	0	-	2	-	-	-
Multiracial	1	-	1	-	1	-	1	-	2	-	-	-	1	-	1	-	1	-	2	-	2	-	-	-
English Learner	2	-	1	-	5	-	1	-	3	-	-	-	2	-	0	-	5	-	1	-	3	-	-	-
English-Speaking	9	-	14	7.1	11	0.0	4	-	8	-	-	-	9	-	13	7.7	11	9.1	12	8.3	8	-	-	-
Reclassified†	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	2	-	1	-	-	-
Initially Eng. Speaking	9	-	14	7.1	10	0.0	4	-	7	-	-	-	9	-	13	7.7	10	10.0	10	10.0	7	-	-	-
Econ. Disadv.*	67	10.4	13	0.0	13	0.0	5	-	7	-	-	-	9	-	11	0.0	12	0.0	12	0.0	7	-	-	-
Non-Econ. Disadv.	2	-	2	-	3	-	13	38.5	4	-	-	-	2	-	2	-	4	-	1	-	4	-	-	-
Gifted	11	18.2	9	-	1	-	6	-	2	-	-	-	2	-	9	-	1	-	1	-	2	-	-	-
Not Gifted	9	-	15	6.7	15	0.0	5	-	11	9.1	-	-	9	-	13	7.7	15	6.7	12	0.0	11	0.0	-	0.0
With Disabilities	11	9.1	15	6.7	16	0.0	5	-	10	10.0	0.9	-	11	0.0	13	7.7	16	6.3	13	7.7	10	0.0	0.0	-7.7
WO Disabilities	0	-	1	-	0	-	5	-	1	-	-	-	0	-	1	-	0	-	6	-	1	-	-	-
Homeless	0	-	3	-	2	-	1	-	12	0.0	-	-	3	-	2	-	2	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	1	-	0	-	1	-	-	-	2	-	1	-	1	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Riley/New Dawn
Grade 8

	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	18	5.6	14	0.0	13	7.7	13	7.7	9	-	-	-	17	5.9	13	0.0	13	0.0	8	-	9	-	-	-
Female	2	-	4	-	6	-	3	-	3	-	-	-	2	-	4	-	6	-	2	-	3	-	-	-
Male	16	6.3	10	0.0	7	-	10	10.0	6	-	-	-	15	0.0	9	-	7	-	6	-	6	-	-	-
African American	2	-	1	-	5	-	4	-	2	-	-	-	2	-	0	-	5	-	2	-	2	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	11	9.1	10	0.0	6	-	6	-	5	-	-	-	10	0.0	10	0.0	6	-	5	-	5	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	2	-	2	-	0	-	1	-	-	-	2	-	2	-	2	-	1	-	1	-	-	-
Multiracial	2	-	1	-	0	-	3	-	1	-	-	-	2	-	1	-	0	-	0	-	1	-	-	-
English Learner	5	-	7	-	2	-	1	-	2	-	-	-	5	-	7	-	2	-	2	-	2	-	-	-
English-Speaking	13	7.7	7	-	11	9.1	12	8.3	7	-	-	-	12	8.3	6	-	11	0.0	6	-	7	-	-	-
Reclassified†	1	-	2	-	2	-	2	-	1	-	-	-	1	-	2	-	2	-	1	-	1	-	-	-
Initially Eng. Speaking	0	-	5	-	9	-	10	10.0	6	-	-	-	11	9.1	4	-	9	-	5	-	6	-	-	-
Econ. Disadv.*	14	7.1	9	-	12	8.3	11	0.0	6	-	-	-	14	7.1	8	-	12	0.0	6	-	6	-	-	-
Non-Econ. Disadv.	11	18.2	5	-	1	-	2	-	3	-	-	-	3	-	5	-	1	-	2	-	3	-	-	-
Gifted	11	18.2	3	-	3	-	1	-	2	-	-	-	2	-	3	-	2	-	6	-	2	-	-	-
Not Gifted	16	6.3	11	0.0	13	7.7	12	0.0	9	-	-	-	15	0.0	10	0.0	13	0.0	8	-	9	-	-	-
With Disabilities	17	5.9	13	0.0	13	7.7	13	7.7	9	-	-	-	17	5.9	12	0.0	13	0.0	7	-	9	-	-	-
WO Disabilities	0	-	1	-	0	-	5	-	2	-	-	-	0	-	1	-	0	-	1	-	2	-	-	-
Homeless	0	-	1	-	1	-	1	-	2	-	-	-	2	-	8	-	1	-	8	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	1	-	0	-	1	-	-	-	1	-	2	-	1	-	1	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Riley/New Dawn
Grade 11

	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	15	13.3	13	38.5	15	13.3	12	8.3	9	-	-	-	14	0.0	12	8.3	12	0.0	15	13.3	9	-	-	-
Female	7	-	5	-	7	-	2	-	2	-	-	-	6	-	4	-	4	-	5	-	2	-	-	-
Male	8	-	8	-	8	-	10	10.0	7	-	-	-	8	-	8	-	8	-	10	20.0	7	-	-	-
African American	5	-	1	-	4	-	2	-	1	-	-	-	5	-	1	-	4	-	1	-	1	-	-	-
Asian	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	7	-	8	-	5	-	8	-	6	-	-	-	6	-	7	-	4	-	9	-	6	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	3	-	5	-	1	-	0	-	-	-	2	-	3	-	3	-	2	-	0	-	-	-
Multiracial	1	-	1	-	1	-	0	-	2	-	-	-	1	-	1	-	1	-	2	-	2	-	-	-
English Learner	3	-	1	-	3	-	3	-	2	-	-	-	3	-	1	-	3	-	5	-	2	-	-	-
English-Speaking	12	16.7	12	41.7	11	18.2	9	-	7	-	-	-	11	0.0	11	9.1	8	-	10	20.0	7	-	-	-
Reclassified†	4	-	2	-	1	-	3	-	2	-	-	-	3	-	1	-	1	-	3	-	2	-	-	-
Initially Eng. Speaking	8	-	10	50.0	10	20.0	6	-	5	-	-	-	8	-	10	10.0	7	-	7	-	5	-	-	-
Econ. Disadv.*	13	7.7	8	-	11	0.0	8	-	7	-	-	-	12	0.0	7	-	12	0.0	11	0.0	7	-	-	-
Non-Econ. Disadv.	2	-	5	-	4	-	4	-	2	-	-	-	2	-	5	-	11	9.1	4	-	2	-	-	-
Gifted	11	18.2	3	-	1	-	1	-	1	-	-	-	2	-	3	-	2	-	3	-	1	-	-	-
Not Gifted	13	15.4	10	30.0	14	14.3	11	9.1	8	-	-	-	12	0.0	9	-	12	0.0	12	0.0	8	-	-	-
With Disabilities	15	13.3	13	38.5	15	13.3	11	9.1	9	-	-	-	14	0.0	12	8.3	12	0.0	13	7.7	9	-	-	-
WO Disabilities	0	-	1	-	0	-	1	-	2	-	-	-	0	-	1	-	0	-	2	-	2	-	-	-
Homeless	0	-	1	-	1	-	8	-	1	-	-	-	1	-	8	-	1	-	3	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: RILEY/NEW DAWN
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2021-22

CURRENT SNAPSHOT DATA APRIL 2022:

- **57 NEW ENROLLEES SINCE START OF THE YEAR ACROSS ALL THREE SCHOOLS**
- **HS'S ONLY HAVE CAPACITY FOR THREE MORE STUDENTS**
- **RILEY – 83/132**
- **MARCY- 36/36**
- **NEW DAWN- 41/48**

STUDENT CHRONIC ATTENDANCE SO FAR THIS YEAR: 67%

ATTENDANCE RATE OVER THE PAST SEVEN SCHOOL DAYS: 77.29%

For the past 30 school days: 76%

- **Referrals:**
  - **122 for Minor Defiance**
  - **23 for Major Defiance**
  - **41 for Physical Injury**
  - **3 for Assault on School Employee**
  - **5 Property Damage**
  - **4 Sexual Harassment**
  - **Out of School Suspension Rate: 16.1%**

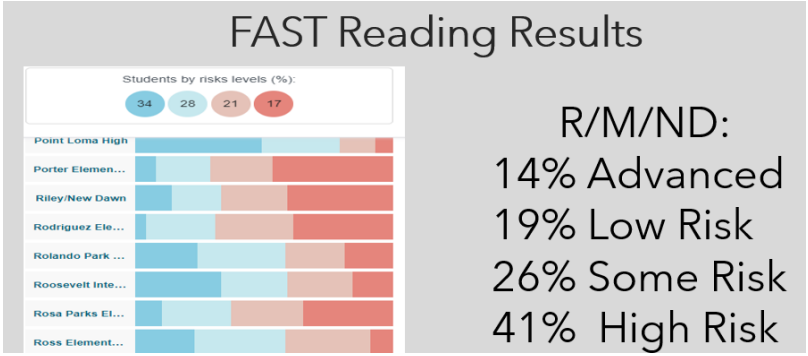
Of 238 referrals, 122 were for 9th graders. 9th graders also have the highest truancy rate.

- **Our suspension rate has decreased. For example, in 18-19, we had 151 suspensions. Currently, we are at 59.**
- **Elem Academics per Grade Reporting:**
  - **ELA- At our most recent grade reporting, 75% of our Elementary students are not making progress. 25% are making little progress.**
  - **Math- 33% are not making progress, 48% are making little progress. 18% are making adequate progress.**

Secondary Academics per Grade Reporting:

	F	D	C	B	A
ELA	28.3%	13.2%	19.8%	24.5%	14.2%

Math	34.1%	14.6%	14.6%	21.1%	15.4%
Sci	26.8%	14.6%	14.6%	26.8%	17.1%
SS	33%	13.4%	20.5%	16.1%	17%



Goal 1 - Safe, Collaborative and Inclusive Culture

Restorative Justice Practices

***Strategy/Activity - Description**

Once-a-week Community Circles and Re-Entry Harm Circles after Suspensions (year four). Revisit with staff to ensure norms are taking place at each meeting, restocking each class of needed materials, provide leadership opportunities for students appropriate to take on mentoring, invite District RJ leaders to come and join classroom circles to help lift our work.

Year-two anti-racism and self-awareness PD in All Staff meetings driven by SEGT.

Implement District's new Discipline Policy and 21-22 roll-out timeline.

SEGT will review disciplinary and attendance data quarterly to prevent/address any disparities in data and staff responses to student needs.

Dress code will also be reviewed to ensure it does not entail cultural bias or discrimination.

Incorporate anti-racism and discussions about how to lift this work with parents as a topic in parent engagement trainings.

Implement monthly Common Cores Value initiative in which each month there is a focus on a specific character trait that is focused upon in advisory and group therapy, entailing monthly classroom competitions based on student created projects, Recognition at end of the month celebrations and pizza party for classes demonstrating the core value that month through the competition.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Riley/New Dawn SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supervising Rehab Spec - NEW POSN, SBB2530731	0.16310	$22,042.98	30100-2320	Support safety, supervision, individual student mental health needs, RJ practices and interventions.	Having this supervision for students and support for staff is working! Also supports parent communication, student intervention, restorative practices, decreasing suspensions, etc..		
Supervising Rehab Spec - NEW POSN, SBB2530731	0.30120	$40,707.22	30106-2320	Support safety, supervision, individual student mental health needs, RJ	Having this supervision for students and support for staff is working! Also supports parent		

				practices and interventions.	communication, student intervention, restorative practices, decreasing suspensions, etc..		

Student Intervention Meetings/Staff Alignment

***Strategy/Activity - Description**

Increase staff participation and communication around current students to share new information, adjust plans, and develop new plans for students success by:

1. Implement staff morning meetings before school starts on a rotation schedule for each classroom's case load to increase staff communication and focus around current student needs. Meetings take place at least three days a week. Leads attend all meetings for their site and Principal rotates among the three sites.

2. Each group of classroom staff (teacher, rehabs, therapists) required to participate in monthly classroom staff meeting to discuss current student needs and needed adjustments to classroom environment, teaching, learning, and interventions. All meeting notes uploaded to Principal created google-doc so that leadership can review notes and support classroom efforts.

3. Staff meeting schedule to ensure addressing student needs, communication and immediate interventions in real-time:

- Leads meet with Principals once a month across all three sites and then each site weekly.
- Leads meet with their teams (teachers, rehabs, therapists) weekly.
- Principal meets with teacher teams once a month, rotating into meetings.
- Principal PLC's every month with teachers
- Principal all staff meetings quarterly to discuss overall data, strategies, updates and next steps
- Parent Community Assistant attends Leads meetings for each site once a month to review this intervention in regards to attendance issues and needed parent communication

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	**why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	
Supervising Rehab Spec - NEW POSN, SBB2530731	--	--	30106-2320	School safety, supervision, behavior and crisis management, etc...	Having this supervision for students and support for staff is working! Also supports parent communication, student intervention, restorative practices, decreasing suspensions, etc..		
Supervising Rehab Spec - NEW POSN, SBB2530731	--	--	30100-2320	School safety, supervision, behavior and crisis management, etc...	Having this supervision for students and support for staff is working! Also supports parent communication, student intervention, restorative		

					practices, decreasing suspensions, etc..		

Attendance Monitoring

***Strategy/Activity - Description**

Implement a Case Manager Attendance Protocol that involves progressive interventions and a timeline to address attendance issues, that involves Therapists, Parents, Parent Liaison, Principal, and SARB process.
Utilize school bus to do "sweeps" for students that missed the bus or are tardy so they can still come to school a majority of the school day.
Clerks call parents every morning of absent students to determine cause and if parent needs support to get child to school.
Weekly leads meetings to discuss attendance cases, monthly leads meeting with Parent Liaison to activate support.
Provide activities that will entice student attendance such as fun events, assemblies, incentive activities, field trips, exposure to new learning in student interest areas such as art, dance, technology, sports, etc...
Create middle and high school athletic teams so these students are engaged by athletic participation and attendance requirements in order to participate. Requires financial support to run as our school receives no District athletic funding and we must pay for referees, uniforms, fields, trophies, etc....
Individual student contracts created in which students can earn preferred items if they meet an attendance goal. For example, tech, clothing, food, etc...Contracts made for academic, behavioral and attendance improvement.
Provide monthly awards for attendance at assemblies to include certificates and celebration snacks/treats.
Additional hours for clerk to assist with making attendance calls, SARB, communicating with parents, etc...

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

					pre/post test, progress monitoring results, etc.).	**(curriculum assessments, pre/post test, progress monitoring results, etc.).**	
School Clerk II	0.12500	$9,322.72	30100-2401	Clerks call parents every morning of absent students to determine cause and if parent needs support to get child to school.	Calls parents daily for unexcused absences. Implementing, completing and mailing SARB forms. Arranging for transportation for late arrivals needing the 'sweeper' bus.		
Interprogram Svcs/Duplicating		$1,000.00	30100-5721	Posters, handbooks, yearbook, etc...	Parent communication for items that can't be done electronically.		Don't need this entire amount. Move funds to another budget string to maximize use.
Contracted Svcs Less Than $25K		$4,000.00	30106-5853	Student engagement activities	Did not implement as committees felt that our school provides these supports or already has access to them. And wanted to more deeply vet finding the right person to come in and provide services such as dance. Drumming reached out to but		Don't need this entire amount. Move funds to another budget string to maximize use.

					they never responded.		

Student Supplies for Home Use

***Strategy/Activity - Description**

Provide all school supplies to all students since 84% of our students qualify for Title One support.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		$2,000.00	30106-4301	School spirit activities, student driven school improvements, engaging student activities, school culture, etc...	These activities keep our students coming to school. Although more than half of our students are chronic non-attenders, our		

					overall attendance rate is higher this year!		

Goal 2 - English Language Arts

Instructional Support

***Strategy/Activity - Description**

Elementary teacher engagement in monthly PD on Reading Strategy best practices to accelerate reading acquisition and ensure teachers are utilizing research-based best practices and strategies in teaching in reading. Focus on shared reading, assessment, grouping, guided reading, close reading, etc...
Secondary teacher engagement in monthly PD on root cause analysis, student goal setting, standards based grading, use of rubrics and proficiency scales.
MS Intervention: Students have a study skills class every other day to focus on remedial instruction to cater to student individual learning gaps.
HS Intervention: Students reading at the 5th grade and below scheduled into a Reading Intervention elective daily, which they take during scheduled quarters in between ELA quarter classes.
Quarterly STAR Assessments and/or DRA/Fountas and Pinnel Assessments to determine progress made or need for more individualized student intervention/teacher support. Data reviewed in PLC meetings and with students.
Additionally purchase Read 180 for each middle school ELA Classroom (two classroom additions to current plan) to include teacher training.
Teachers attend GVC trainings.
Ensuring every classroom has a library that contains books that are representative of our student population and also represent people across ethnicities, heritages, and cultures from a variety of writers that represent this as well.
Buddy reading mentors so that our high school students can serve as readers and listeners to elementary students.
Summer 2020 school wide K-8 Book Fair that involved stocking the homes of our students with a home literacy library.
Include books as prizes and incentives for students.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

					assessments, pre/post test, progress monitoring results, etc.).	**quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	
Software License		$20,006.00	30100-5841	Software	Freckles, STAR, Journeys, Read 180, etc…		Next year, do not renew school-wide (except STAR) and purchase licenses based on preference for that class.
Interprogram Svcs/Paper		$563.00	30100-5733	Instructional materials, IEP accommodations, IEP documents, differentiating instructional needs	Needed and Implemented.		
Supplies		$1,732.00	30106-4301	Instructional materials such as books, library materials, literacy projects, etc...	Needed for classroom budgets and supplies to differentiation instruction.		Keep class budgets next year.
Equipment Non Capitalized		$1,600.00	30100-4491	staff laptops/tech needs	Highly needed.		Already need more as we have no staff backup computers!
Equipment Non Capitalized		$2,000.00	30106-4491	Staff laptops/ tech equipment	Highly needed.		Already need more as we have no staff backup computers!

Goal 3 - Mathematics

Instructional Supports

***Strategy/Activity - Description**

Secondary teacher engagement in monthly PD on root cause analysis, student goal setting, and standards based grading, use of rubrics and proficiency scales.
MS Intervention: Students have a study skills class every other day to focus on remedial instruction to cater to student individual learning gaps.
HS Intervention: Students enrolled in Power Up elective in between quarterly math classes.
Quarterly STAR Assessments and Triannual DEMI is used to determine progress made or need for more individualized student intervention/teacher support. Data reviewed in PLC meetings and with students.
All teachers will complete Instructional Intervention Plan cycles.
Implementation of Chess Club weekly and access to Chess Kids software to support mind/brain development on thinking, focus, strategy of problem solving and following multi-step instructions.
Curriculum Remediation and IEP Goal Support: continue funding and utilizing Freckles Math, TCI for science, and other software programs (ex: Brain Pop, Newsela, math games) to support numeracy. Continue to purchase materials and supplies for students related to differentiating instruction and providing data driven responses to student needs.
Provide resources and manipulatives for high interest lessons. Include field trips around science, math, technology and engineering to expose students to real math application to increase the joy and interest of math.
Teacher attendance in District GVC trainings.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

					assessments, pre/post test, progress monitoring results, etc.).	**quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	
Software License	--	--	30100-5841	Freckle Math, TCI, etc...	Freckles, STAR, Journeys, Read 180, etc…		Next year, do not renew school-wide (except STAR) and purchase licenses based on preference for that class.

Goal 4- Supporting English Learners

Professional Development

***Strategy/Activity - Description**

All ELs will be provided high quality daily integrated and designated ELD instruction with additional support from the Education Specialist.
In support of student reclassification:
- Lead Teachers trained by the OLA and SPED Department on reclassification process during summer of 2019
- Principal informed all Case Managers of identified EL students in August of 2019.
- Lead Teachers training Case Managers on process in September/October of 2019.
- At annual IEP's, reclassification will take place as appropriate for students who meet this criteria.

In support of student reclassification:
- Lead Teachers trained by the OLA and SPED Department on reclassification process during summer of 2019
- Principal informed all Case Managers of identified EL students in August of 2019.
- Lead Teachers training Case Managers on process in September/October of 2019.
- At annual IEP's, reclassification will take place as appropriate for students who meet this criteria.

2021-2022- Train new teachers and include any staff needing/wanting a refresher.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Supplies		$2,000.00	30106-4301	Supplies for differentiation, consumables, manipulatives, calculators, math games, science supports, etc...	Needed for classroom budgets and supplies to differentiation instruction.		Keep class budgets next year.

Goal 7 - Family Engagement

Parent Engagement

***Strategy/Activity - Description**

1. To increase parent engagement regarding attendance and behavioral concerns, a progressive timeline of communication to parents from the Clerk, Case Manager, and Therapist will be created, staff trained, and implemented for students throughout the school year.
2. Our school will provide at least four parent training sessions around applicable topics such as supporting learning at home, BIP's, impact of disabilties, school education, etc... virtually to increase parent potential to attend.
3. Our bus driver will provide rides to parents without transportation to school events, IEP meetings, Open House, SARB meetings, and parent/teacher conferences.
4. A monthly Newsletter will go to all parents sharing school updates, important dates, invitations, and news.
5. Parent Community Liaison will support parents by communicating with Spanish speaking parents when needed, assisting with getting IEP and other important documents signed by parents when this assistance is needed, calling parents to provide community resources as appropriate.
6. Food and clothing pantry is available and stocked throughout the year to help families have essential needs met so there can be a focus on school.
7. Parent Community Liaison assisting parents without email addresses - training parents on the benefits of email use and communication and assisting them with how to set up an email address and correspond using email.
8. School staff conducting home visits when parents are struggling with their child's attendance and school engagement, to provide support, strategies and stregthen our teamwork in support of students.
9. Make referrals to the SAY program as appropriate to support families with helping their child engage in school from home and also access communty resources such as food banks and health resources.
10. All elementary parents provided a daily written progress report on how their child did every Friday. All 6-12 parents have acces to their child's google point sheet at any time. Progress report contains social/emotional and academic progress.
11. Parent survey and input about our school strengths and areas they would like to see improved are asked for at all IEP meetings and a suggestion box in front office at each school.

Also see strategies under Goal 1.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	**why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	
Supplies		$200.00	30103-4301	Parent involvement	Most parent involvement is now on zoom.		Use for postage.
Interprogram Svcs/Paper		$772.00	30103-5733	Items to mail to parents	Paper needed for copies.		
School Clerk II -	--	--	30100-2401	attendance support	Calls parents daily for unexcused absences. Implementing, completing and mailing SARB forms. Arranging for transportation for late arrivals needing the 'sweeper' bus.		

SCHOOL NAME: RILEY/NEW DAWN
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2021-22

CURRENT SNAPSHOT DATA APRIL 2022:

- **57 NEW ENROLLEES SINCE START OF THE YEAR ACROSS ALL THREE SCHOOLS**
- **HS'S ONLY HAVE CAPACITY FOR THREE MORE STUDENTS**
- **RILEY – 83/132**
- **MARCY- 36/36**
- **NEW DAWN- 41/48**

STUDENT CHRONIC ATTENDANCE SO FAR THIS YEAR: 67%

ATTENDANCE RATE OVER THE PAST SEVEN SCHOOL DAYS: 77.29%

For the past 30 school days: 76%

- **Referrals:**
  - **122 for Minor Defiance**
  - **23 for Major Defiance**
  - **41 for Physical Injury**
  - **3 for Assault on School Employee**
  - **5 Property Damage**
  - **4 Sexual Harassment**
  - **Out of School Suspension Rate: 16.1%**

Of 238 referrals, 122 were for 9th graders. 9th graders also have the highest truancy rate.

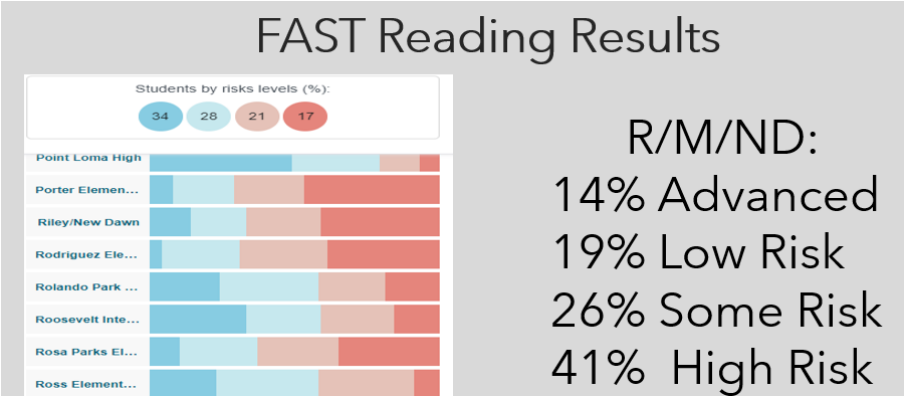
- **Our suspension rate has decreased. For example, in 18-19, we had 151 suspensions. Currently, we are at 59.**

- **Elem Academics per Grade Reporting:**
  - **ELA- At our most recent grade reporting, 75% of our Elementary students are not making progress. 25% are making little progress.**
  - **Math- 33% are not making progress, 48% are making little progress. 18% are making adequate progress.**

Secondary Academics per Grade Reporting:

	F	D	C	B	A
ELA	28.3%	13.2%	19.8%	24.5%	14.2%

Math	**34.1%**	**14.6%**	**14.6%**	**21.1%**	**15.4%**
Sci	**26.8%**	**14.6%**	**14.6%**	**26.8%**	**17.1%**
SS	**33%**	**13.4%**	**20.5%**	**16.1%**	**17%**



Goal 1 - Safe, Collaborative and Inclusive Culture

Restorative Justice Practices

***Strategy/Activity - Description**

Once-a-week Community Circles and Re-Entry Harm Circles after Suspensions (year four). Revisit with staff to ensure norms are taking place at each meeting, restocking each class of needed materials, provide leadership opportunities for students appropriate to take on mentoring, invite District RJ leaders to come and join classroom circles to help lift our work.

Year-two anti-racism and self-awareness PD in All Staff meetings driven by SEGT.

Implement District's new Discipline Policy and 21-22 roll-out timeline.

SEGT will review disciplinary and attendance data quarterly to prevent/address any disparities in data and staff responses to student needs.

Dress code will also be reviewed to ensure it does entail cultural bias or discrimination.

Incorporate anti-racism and discussions about how to lift this work with parents as a topic in parent engagement trainings.

Implement monthly Common Cores Value initiative in which each month there is a focus on a specific character trait that is focused upon in advisory and group therapy, entailing monthly classroom competitions based on student created projects, Recognition at end of the month celebrations and pizza party for classes demonstrating the core value that month through the competition.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		$2,500.00	09800-4301	Monthly Common Core contest winners and supplies for implementation of monthly lessons.	Suspension rate is decreased. Students like the competitions. High Schools started this year and it has been very successful! At Riley, transferred the monthly core to the 7 Habits.		Need all classes to participate.

Attendance Monitoring
***Strategy/Activity - Description**
Implement a Case Manager Attendance Protocol that involves progressive interventions and a timeline to address attendance issues, that involves Therapists, Parents, Parent Liaison, Principal, and SARB process. Utilize school bus to do "sweeps" for students that missed the bus or are tardy so they can still come to school a majority of the school day.

Clerks call parents every morning of absent students to determine cause and if parent needs support to get child to school.
Weekly leads meetings to discuss attendance cases, monthly leads meeting with Parent Liaison to activate support.
Provide activities that will entice student attendance such as fun events, assemblies, incentive activities, field trips, exposure to new learning in student interest areas such as art, dance, technology, sports, etc...
Create middle and high school athletic teams so these students are engaged by athletic participation and attendance requirements in order to participate.
Requires financial support to run as our school receives no District athletic funding and we must pay for referees, uniforms, fields, trophies, etc....
Individual student contracts created in which students can earn preferred items if they meet an attendance goal. For example, tech, clothing, food, etc...Contracts made for academic, behavioral and attendance improvement.
Provide monthly awards for attendance at assemblies to include certificates and celebration snacks/treats.
Additional hours for clerk to assist with making attendance calls, SARB, communicating with parents, etc...

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Auto Expense Personal Car		$2,000.00	09800-5203	Home visits	Parent Community Liaison is doing man		

					home visits a month to our students and families. This includes him meetings students before school to encourage them to come to school. Also supports IEP compliance with hard-to-reach parents.		
Interprogram Svcs/Postage		$2,000.00	09800-5726	Mailings to parents about attendance, notifications, invitations, school info, IEP's, etc...	Much is not emailed to parents, but some items require paper mailing.		Maximize unused funds and move them to another area.
Clerical OTBS Hrly		$1,863.26	09800-2451	To complete duties that are taken up by time to address attendance, or to address attendance	Records requests, filing, staying after school to support crisis, etc…		Move left over funds to be maximized.
Supplies		$3,000.00	09800-4301	Supplies for goal attainment to support attendance, school engagement events, etc...	These activities keep our students coming to school. Although more than half of our students are chronic non-attenders, our overall attendance rate is higher this year!		
Positive Behavior Supports							
***Strategy/Activity - Description**							

Implement school-wide positive point system
- Student partake in daily goal setting with staff.
- Point sheet used to review expectations with students daily, progress on meeting expectations reviewed with students throughout the school day at scheduled times to process with student how they are doing, progress made during the day and points received
- on Fridays, points reviewed with students and student may cash in points to purchase school items, snacks and student preferred items such as technology (to include batteries), games, toys, etc...
- weekly incentive activities also take place each week to alternate between games/sports and snacks/treats for students that are on level as a mid-week check and encouragement to continue doing well

Staff Alignment in utilizing the Response to Student Behavior Continuum created by our school to ensure staff respond to student negative behaviors progressively, consistently and in an aligned manner across classrooms.

Implement the zones of regulation across all three sites, training staff and students annually. Ensuring zones are stocked of supplies to assist students with coping, calming, aggression de-escalation and safety.

Leader in Me School-Wide Adoption at Riley K-8

Decrease bus referrals:

Provide bus tools/games/fidgets for students to keep them busy on the bus.

Ice cream parties for no bus referrals for the quarter at ND and monthly for Riley and Marcy. Presented with certificates at End of Month assemblies. Parents invited.

Hold a bus driver training around Trauma Informed Care and educating drivers how to best manage behaviors and communication with our students.

Release busses upon arrival rather than waiting for one-by-one release to decrease time on bus.

Monthly award ceremonies to celebrate student successes and invite parents across all three sites
- Student of the Month
- Perfect Attendance
- Common Core Value Award: Monthly Common Core Values is a monthly group therapy character-building topic with an advisory contest
- Positive Bus Behavior
- Progress on Reading/Math STAR quarterly assessments

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modifications

Expenditures					**(effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**based on qualitative and quantitative data.**
Furniture <$500		$1,000.00	09800-4303	Flexible seating, Zones of Regulation, classroom environment/set up	Used to purchase staff chairs in desperate need of replacing, restocking blue zones and flexible seating options.		
Supplies		$842.00	09800-4301	Implement school-wide positive point system - Student partake in daily goal setting with staff. - Point sheet used to review expectations with students daily, progress on meeting expectations	Supporting school-wide positive behavior store which is a huge incentive for our students to make good decisions on a weekly basis.		

				reviewed with students throughout the school day at scheduled times to process with student how they are doing, progress made during the day and points received - on Fridays, points reviewed with students and student may cash in points to purchase school items, snacks and student			
Supplies		$3,000.00	09800-4301	Implement school-wide positive point system - Student partake in daily goal setting with staff. - on Fridays, points reviewed with students and student may cash in points to purchase school items, snacks and student pre	Supporting school-wide positive behavior store which is a huge incentive for our students to make good decisions on a weekly basis.		

Goal 2 - English Language Arts

Instructional Support

***Strategy/Activity - Description**

Elementary teacher engagement in monthly PD on Reading Strategy best practices to accelerate reading acquisition and ensure teachers are utilizing research-based best practices and strategies in teaching in reading. Focus on shared reading, assessment, grouping, guided reading, close reading, etc...
Secondary teacher engagement in monthly PD on root cause analysis, student goal setting, and standards based grading, use of rubrics and proficiency scales.
MS Intervention: Students have a study skills class every other day to focus on remedial instruction to cater to student individual learning gaps.
HS Intervention: Students reading at the 5th grade and below scheduled into a Reading Intervention elective daily, which they take during scheduled quarters in between ELA quarter classes.
Quarterly STAR Assessments and/or DRA/Fountas and Pinnel Assessments to determine progress made or need for more individualized student intervention/teacher support. Data reviewed in PLC meetings and with students.
Additionally purchase Read 180 for each middle school ELA Classroom (two classroom additions to current plan) to include teacher training.
Teachers attend GVC trainings.
Ensuring every classroom has a library that contains books that are representative of our student population and also represent people across ethnicities, heritages, and cultures from a variety of writers that represent this as well.
Buddy reading mentors so that our high school students can serve as readers and listeners to elementary students.
Summer 2020 school wide K-8 Book Fair that involved stocking the homes of our students with a home literacy library.
Include books as prizes and incentives for students.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	**minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	
Non Clsrm Tchr Hrly		$1,198.10	09800-1957	Teachers attend training/planning for instruction, lesson planning, classroom environment prep	Supports planning when needing to plan for an influx of new students mid-year.		
Contracted Svcs Less Than $25K		$3,000.00	09800-5853	Read 180 training and other curriculum training	Implemented at beg of school year for MS teachers.		
Prof&Curriclm Dev Vist Tchr		$1,999.62	09800-1192	Teachers attend training/planning for instruction	IEP days utilized for IEP writing compliance.		
Supplies		$1,000.00	09800-4301	Supplies to differentiate instruction, consumables, etc..	Classroom budgets.		

Goal 3 - Mathematics

Instructional Supports

***Strategy/Activity - Description**

Secondary teacher engagement in monthly PD on root cause analysis, student goal setting, and standards based grading, use of rubrics and proficiency scales.
MS Intervention: Students have a study skills class every other day to focus on remedial instruction to cater to student individual learning gaps.
HS Intervention: Students enrolled in Power Up elective in between quarterly math classes.
Quarterly STAR Assessments and Triannual DEMI is used to determine progress made or need for more individualized student intervention/teacher support. Data reviewed in PLC meetings and with students.
All teachers will complete Instructional Intervention Plan cycles.
Implementation of Chess Club weekly and access to Chess Kids software to support mind/brain development on thinking, focus, strategy of problem solving and following multi-step instructions.
Curriculum Remediation and IEP Goal Support: continue funding and utilizing Freckles Math, TCI for science, and other software programs (ex: Brain Pop, Newsela, math games) to support numeracy. Continue to purchase materials and supplies for students related to differentiating instruction and providing data driven responses to student needs.
Provide resources and manipulatives for high interest lessons. Include field trips around science, math, technology and engineering to expose students to real math application to increase the joy and interest of math.
Teacher attendance in District GVC trainings.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

					assessments, pre/post test, progress monitoring results, etc.).	**quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	
Supplies		$1,000.00	09800-4301	Differentiation materials, consumables, etc..	Classroom budgets.		
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Teacher training, days for lesson planning, classroom environment prep	Utilized for IEP writing days to meet IEP compliance and ensure quality IEP's and assessments take place.		

Goal 8- Graduation/Promotion Rate

Strategies:

***Strategy/Activity - Description**

Send sweeper bus to pick up students when they are late coming to school.
Revamped 21-22 master schedule to increase amount of credits that can be earned annually from 12 to 16.
Ensure parents are notified each time their child becomes at risk of failing.
Promote to parents their access to check student grades and attendance on line- letters to send to parents in Fall and Spring with instructions and promoted at IEP meetings.
Hold an exciting Graduation Ceremony and invite all high school students to attend so they can see the end result and celebration of hard work and goal setting. Funding for announcements, decorations, celebration activities, etc...

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		$500.00	09800-4301	Graduation Ceremony	Will spend before year ends. May not		

					be enough for both high schools and will need to supplement with funds from another line item that are left over.		

Goal 6 - Supporting Black Youth

Capacity Building

***Strategy/Activity - Description**

Ensure grading is based on fair and equitable standards based grading practices and not on behavior (PLC focus).
Have a back to school meeting with the District's RJ Department to determine additional resources and training needs that are applicable to our school site.
Ensure classroom libraries contain authors and books about children/people of various races and ethnicities.
Revamp school holidays and spirit activities to have a focus on all federal heritage celebrations (Hispanic Heritage, Women's History, Black History Month, Asian Pacific Islander month, Native American Month, etc...).
The SEGT began assisting Principal with All Staff meetings to include training on self-awareness and anti-racism in a Fall and a Spring All Staff meeting with this primary focus.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Supplies	--	--	09800-4301	Multi-cultural/heritage events			