# Clark County School District

# Red Rock ES

# 2025-2026 School Improvement Plan

**Classification: 2 Star School**

Title I

# Mission Statement

Red Rock Elementary School strives to build a strong educational foundation to provide a safe environment, promote learning, and demonstrate respect for self, school, and community.

# Vision

We are committed to standards of excellence. We will set goals and take responsibility for establishing a safe environment where learners are empowered and diversity is valued.

# Demographics & Performance Information

**Nevada Report Card**

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/red_rock_elementary_school/nspf/

# Table of Contents


Comprehensive Needs Assessment ..... 4
Student Success ..... 4
Adult Learning Culture ..... 6
Connectedness ..... 9
Priority Problem Statements ..... 11
Comprehensive Needs Assessment Data Documentation ..... 12
Inquiry Areas ..... 13
Inquiry Area 1: Student Success ..... 13
Inquiry Area 2: Adult Learning Culture ..... 17
Inquiry Area 3: Connectedness ..... 19
Schoolwide and Targeted Assistance Title I Elements ..... 21
1.1: Comprehensive Needs Assessment ..... 21
2.1: School Performance Plan (SPP) developed with appropriate stakeholders ..... 21
2.2: Regular monitoring and revision ..... 21
2.3: Available to parents and community in an understandable format and language ..... 21
2.4: Opportunities for all children to meet State standards ..... 21
2.6: Address needs of all students, particularly at-risk ..... 21
3.1: Annually evaluate the schoolwide plan ..... 21
4.1: Develop and distribute Parent Involvement and Family Engagement Policy ..... 22
4.2: Offer flexible number of parent involvement meetings ..... 22
Plan Notes ..... 23
Continuous Improvement Team ..... 24

# Comprehensive Needs Assessment

## Student Success

**Student Success Areas of Strength**

*The MAP growth from Fall to Spring in ELA (35%) and Math (65%) with an increase in proficiency of 12% in Math and a decrease of 2% in ELA. In addition, we were able to exit 20 of the 145 students (14%) from WIDA.*

**Student Success Areas for Growth**

*Spring MAP data shows the school is 23% proficient in ELA and 32% proficient in Math overall for continuously enrolled students. Although the overall proficiency for ELA and Math are higher than last year, there was not as much growth or adequate reduction of "at risk" students in ELA. Especially in grades 3 - 5. There were significant gains in Math that we can start to capitalize on to move toward proficiency.*

**Student Success Equity Resource Supports**

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Students who are acquiring English require more supports during Tier I instruction and are less likely to actively engage in lessons which impacts their progress negatively. | *District Purchased EL Curriculum and Core 95 to be implemented within Tier I and Tier II instruction to ensure language needs for English Learner students are supported at both an instructional level and on grade level. Bilingual academic vocabulary charts in math and ELA. District required ULD training for staff to review best practices for ELL teaching strategies.* |
| **Foster/Homeless** | Title I Hope and foster care students often have to deal with unstable home lives which impacts their ability to learn and focus. They can sometimes be exposed to traumatic events which can affect their behavior and academics at school. | *Additional materials to take home as well as maintain a food, hygiene, etc. closet for families that are in need. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.* |

| Student Group | Challenge | Solution |
|---|---|---|
| **Free and Reduced Lunch** | Students from low socio-economic backgrounds can struggle with getting the nutrition they need to be attentive in class and may have feelings of inadequacy compared to their peers. | *100% Free/Reduced Lunch students population. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.* |
| **Migrant/Title1-C Eligible** | N/A | N/A |
| **Racial/Ethnic Minorities** | Traditionally underserved communities including ethnic and racial minorities are affected by societal inequities that can affect how they view school and education. | *Look at achievement gap data. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk. Including district trainings regarding Culturally Responsive Teaching practices.* |
| **Students with IEPs** | Students with IEPs require additional accommodations for general education classrooms and adaptations to the Tier I lessons to make learning more accessible. | *Awareness of students' IEP goals and accommodations. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students with IEPs.* |

**Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** MAP assessment results and historical SBAC data shows a need to focus on increasing the efficacy of Tier I instruction for all students.
**Critical Root Cause:** Although staff were implementing PLCs and discussing data consistently, there were not enough discussions about how best to instruct students during Tier I based on that data. There was inconsistent use of formative data to guide instruction across all grade levels. Tier 1 materials were not used effectively on a consistent basis.

# Adult Learning Culture

### Adult Learning Culture Areas of Strength

*PLCs are happening regularly and grade levels are discussing curriculum and making sure that all NVACS are supported through instruction.*

### Adult Learning Culture Areas for Growth

*Staff are not utilizing formative check data to help inform instructional plans to ensure students are successfully meeting the learning targets for each lesson. Staff struggle with taking ideas and techniques discussed in PLC and using them effectively in the classroom.*

### Adult Learning Culture Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | Students who are acquiring English require more supports during Tier I instruction and are less likely to actively engage in lessons which impacts their progress negatively. | *Professional Learning on the Core 95 program instructional implementation for Tier I and Tier II instruction. Professional Learning on the Flash Light 360 vocabulary curriculum instructional implementation. All educators at Red Rock ES will complete Understanding Language Development (ULD) professional learning series, sessions 1-4 to increase the knowledge and skills of teachers at Red Rock ES to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content. Professional learning on discourse structures as a means of raising the level of academic discourse among ELL students. Data on EL students will be specifically analyzed during PLC meetings. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners and students who are at-risk.* |

| Student Group | Challenge | Solution |
|---|---|---|
| **Foster/Homeless** | Title I Hope and foster care students often have to deal with unstable home lives which impacts their ability to learn and focus. They can sometimes be exposed to traumatic events which can affect their behavior and academics at school. | *Student support team checks on at-risk students. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.* |
| **Free and Reduced Lunch** | Students from low socio-economic backgrounds can struggle with getting the nutrition they need to be attentive in class and may have feelings of inadequacy compared to their peers. | *100% Free/Reduced Lunch students population. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.* |
| **Migrant/Title1-C Eligible** | N/A | N/A |
| **Racial/Ethnic Minorities** | Traditionally underserved communities including ethnic and racial minorities are affected by societal inequities that can affect how they view school and education. | *Data on ethnic/racial student groups will be specifically analyzed during PLC meetings. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.* |
| **Students with IEPs** | Students with IEPs require additional accommodations for general education classrooms and adaptations to the Tier I lessons to make learning more accessible. | *Include resource room teachers in PLC discussions. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.* |

**Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1 (Prioritized):** Grade levels are talking specifically about how they will teach concepts and skills during the Tier I, however those techniques are not showing up in PLCs consistently. Grade levels are sharing data, but not using it to inform next steps.

**Critical Root Cause:** Educators lack the knowledge of connecting data and understanding of student needs to pedagogy and delivery during Tier I.

# Connectedness

**Connectedness Areas of Strength**

*Red Rock has decreased Chronic Absenteeism from 29.2% for the 2023-2024 school year to 20.2% in the 2024-2025 school year a improvement of 9%.*

**Connectedness Areas for Growth**

*Red Rock still has a high level of chronic absenteeism (20.2%) , with the majority of absences being in kindergarten and 1st grade (22.1% and 31.1% respectively).*

**Connectedness Equity Resource Supports**

Establish Student Support Team to help support students and families with services to help them to get their students to school consistently. Team will include counselors, BoysTown, Communities in Schools, ReInvent Las Vegas, Impact, and administration. Team will track at-risk students and match students and families to wrap around services that are needed to support regular school attendance. Student Support Team will conduct weekly home visits for those chronically absent. Clerk will pull absentee numbers weekly to tag at-risk students. Professional Learning on school and district policy on tracking absent students and contacting families for chronically absent students.

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | | *Bilingual emotional vocabulary lists. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners and students who are at-risk.* |
| **Foster/Homeless** | | *Provide wraparound services and regular check-ins as needed. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.* |

| Student Group | Challenge | Solution |
|---|---|---|
| **Free and Reduced Lunch** | | *100% Free/Reduced Lunch students population. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.* |
| **Migrant/Title1-C Eligible** | N/A | N/A |
| **Racial/Ethnic Minorities** | | *Two-way communication with parents about the specific needs of each student. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.* |
| **Students with IEPs** | | *Awareness of behavior goals. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.* |

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** Parents are not getting students to school on time consistently and chronic absenteeism rates have not reduced back to pre-COVID levels.
**Critical Root Cause:** Families do not understand how much education is lost when they keep their students out of school for insignificant reasons. Especially for the younger grades.

# Priority Problem Statements

**Problem Statement 1**: MAP assessment results and historical SBAC data shows a need to focus on increasing the efficacy of Tier I instruction for all students.

**Critical Root Cause 1**: Although staff were implementing PLCs and discussing data consistently, there were not enough discussions about how best to instruct students during Tier I based on that data. There was inconsistent use of formative data to guide instruction across all grade levels. Tier 1 materials were not used effectively on a consistent basis.

**Problem Statement 1 Areas**: Student Success

**Problem Statement 2**: Grade levels are talking specifically about how they will teach concepts and skills during the Tier I, however those techniques are not showing up in PLCs consistently. Grade levels are sharing data, but not using it to inform next steps.

**Critical Root Cause 2**: Educators lack the knowledge of connecting data and understanding of student needs to pedagogy and delivery during Tier I.

**Problem Statement 2 Areas**: Adult Learning Culture

**Problem Statement 3**: Parents are not getting students to school on time consistently and chronic absenteeism rates have not reduced back to pre-COVID levels.

**Critical Root Cause 3**: Families do not understand how much education is lost when they keep their students out of school for insignificant reasons. Especially for the younger grades.

**Problem Statement 3 Areas**: Connectedness

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Student Success**

- Curriculum Based Measures
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
    - Panorama surveys
    - Districtwide survey
    - Classroom observations
    - Annotated lesson plans

**Adult Learning Culture**

- Evaluation(s) of professional development implementation and impact
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data
- Other
    - Classroom observations
    - Instructional Rounds

**Connectedness**

- Attendance
- Perception/survey data
- Social Emotional Learning Data
- Other
    - Panorama Surveys
    - FocusEd
    - Infinite Campus
    - Districtwide survey
    - Tardy/Absence Notes

# Inquiry Areas

**Inquiry Area 1:** Student Success

**SMART Goal 1:** The percent of students meeting or exceeding the established growth target in math will be 50% at (winter) and 60% (spring) by 2025 as measured by the MAP Growth Assessment.

**Aligns with District Goal**

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | No review | No review | |

**Improvement Strategy 1:** The ELA and Math curriculum will be implemented with fidelity and supported with regular, targeted coaching and regular instructional rounds. Teachers will deliver instruction that is aligned to NVACS and lessons will be delivered with instructional support based on formative and summative student data to address targeted deficits.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Provide professional development on curriculum and instructional expectations Teachers will annotate lesson plans to proactively plan for instructional need in their classroom Conduct Instructional Rounds-Math/ELA Every 4-5 weeks Have curriculum experts conduct regular classroom observations to give feedback on implementation and give action steps for best practices. Ongoing Envision 2020 training with Math Strategist Utilize district pacing guides to keep instructional delivery on track to ensure students are exposed to all grade level skills. Utilize Math Instructional strategist and Read by Grade 3 Literacy Specialist to support development of teacher instructional skills. | | |

**Resources Needed:** Lesson plans
Instructional rounds schedule
CCSD Pacing Guides
NWEA Coach
Math Coach
RBG3 Literacy Specialist
PLC Agendas
Grade level long range plans

**Schoolwide and Targeted Assistance Title I Elements:**
2.4, 2.5, 2.6, 4.1, 4.2
**Evidence Level**
Level 2: Moderate: HMH Into Reading
Level 3: Promising: enVision Math 2020

**Problem Statements/Critical Root Cause:** Student Success 1

## SMART Goal 1 Problem Statements:

| Student Success |
|---|
| **Problem Statement 1**: MAP assessment results and historical SBAC data shows a need to focus on increasing the efficacy of Tier I instruction for all students. **Critical Root Cause**: Although staff were implementing PLCs and discussing data consistently, there were not enough discussions about how best to instruct students during Tier I based on that data. There was inconsistent use of formative data to guide instruction across all grade levels. Tier 1 materials were not used effectively on a consistent basis. |

**Inquiry Area 1:** Student Success

**SMART Goal 2:** The percent of students meeting or exceeding the established growth target in reading will be 50% at (winter) and 60% (spring) by 2025 as measured by the MAP Growth Assessment.

**Aligns with District Goal**

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: The ELA and Math curriculum will be implemented with fidelity and supported with regular, targeted coaching and regular instructional rounds. Teachers will deliver instruction that is aligned to NVACS and lessons will be delivered with instructional support based on formative and summative student data to address targeted deficits.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Oct</td><td>Feb</td><td>June</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="2">No review</td><td rowspan="2">No review</td><td rowspan="2"></td></tr>
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</table>

## SMART Goal 2 Problem Statements:

## Student Success

**Problem Statement 1**: MAP assessment results and historical SBAC data shows a need to focus on increasing the efficacy of Tier I instruction for all students. **Critical Root Cause**: Although staff were implementing PLCs and discussing data consistently, there were not enough discussions about how best to instruct students during Tier I based on that data. There was inconsistent use of formative data to guide instruction across all grade levels. Tier 1 materials were not used effectively on a consistent basis.

**Inquiry Area 2:** Adult Learning Culture

**SMART Goal 1:** Increase the percent of classroom observations that show evidence of using needed differentiated instruction to assist students in understanding skills and concepts based on common formative and summative assessment data as discussed and planned in PLCs to 50% at the end of semester 1 and to 70% at the end of semester 2, 2025 as measured by PLC observations and agendas cross-referenced with the Tier I Monitoring Tool.

**Aligns with District Goal**

**Improvement Strategy 1 Details**

**Improvement Strategy 1:** The Leadership team (administration and strategists) will clearly define what should happen during PLC meetings and communicate that to staff in order to reflect on current PLC practices and evaluate where each grade level is in the PLC development process. Targeted support will then be provided. Leadership team will then determine an observation schedule based on what is discussed during PLCs and will note findings using the Tier I Monitoring Tool.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Leadership Team meetings to determine needs and analyze the DDI results Review MAP data with teachers and admin team Conduct Instructional Rounds-Math/ELA Every 4-5 weeks Review and Refine current structures - PLC dates, Pacing Calendar Grade Level Reflection on PLC procedures Provide targeted support for grade levels based on needs Unwrapping Standards for backwards planning Matching rigor of tasks to true meaning of the standard PD on aligning formative assessments to summative. Strategies for teachers to share examples/non-examples and share student work and/or methods of problem solving. | | |

**Resources Needed:** NWEA Coach
MAP data
Formative assessment data
PLC+ Manual
Exemplars/non-examples

**Schoolwide and Targeted Assistance Title I Elements:**
2.4, 2.5, 2.6, 4.1, 4.2
**Evidence Level**
Level 2: Moderate: Gather walkthrough data from each PLC
Level 3: Promising: Analyze data in PLCs

**Problem Statements/Critical Root Cause:** Adult Learning Culture 1

**Reviews**

| Status Check | | EOY Reflection |
|---|---|---|
| Oct | Feb | June |
| No review | No review | |

**SMART Goal 1 Problem Statements:**

## Adult Learning Culture

**Problem Statement 1**: Grade levels are talking specifically about how they will teach concepts and skills during the Tier I, however those techniques are not showing up in PLCs consistently. Grade levels are sharing data, but not using it to inform next steps. **Critical Root Cause**: Educators lack the knowledge of connecting data and understanding of student needs to pedagogy and delivery during Tier I.

**Inquiry Area 3:** Connectedness

**SMART Goal 1:** Reduce the percent of students chronically absent from 29.2% in Spring 2024 to 20% by Spring 2025, as measured by the NSPF.

**Aligns with District Goal**

**Improvement Strategy 1 Details**

**Improvement Strategy 1:** Utilize a coordinated effort with our administration, office staff, and Student Support Team to create a multi-tiered systematic approach to supporting families with making sure students attend school regularly.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Steps: Families sent attendance information documents before school starts with their registration information. During Back to School Night (August 9, 2024) administration holds meeting with families to inform them of the importance of attendance and share new school year attendance policies. Teachers reiterate information with families in their classrooms. Clerk manages attendance records and alerts admin and the SST team when students reach the chronically absent threshold. Teachers alert the office of students with absence/tardy issues as soon as they arise. Parents/guardians given attendance update letters to alert them to attendance numbers when they drop students off late or call them out of school early. Communities in Schools Coordinator plans and coordinates Tier I attendance incentives (e.g. AttenDance, Class attendance trackers, etc.) Student Support Team (Counselor, Social Worker, Communities in Schools coordinator, Campus Security Monitor, Principal, Assistant Principal, Learning Strategists, Clerk) identify the supports the Tier II and Tier III students/families need to support their attendance needs including home visits, program referrals. Provide support through wraparound services. Administration hold bi-monthly Tier II/III attendance meetings for those families with chronically absent students. Clerk refers students to TPOP as soon as they reach the requirements for the program. Education Neglect paperwork filed as soon as students reach 20 days absent. | | |

**Resources Needed:** Infinite Campus Attendance reports
Student Support Team meetings
Family/student incentives

**Schoolwide and Targeted Assistance Title I Elements:**
2.4, 2.5, 2.6, 4.1, 4.2
**Evidence Level**
Level 4: Demonstrate Rationale: Truancy Diversion

**Problem Statements/Critical Root Cause:** Connectedness 1

**Reviews**

| Status Check | | EOY Reflection |
|---|---|---|
| Oct | Feb | June |
| No review | No review | |

## SMART Goal 1 Problem Statements:

| Connectedness |
| --- |
| **Problem Statement 1**: Parents are not getting students to school on time consistently and chronic absenteeism rates have not reduced back to pre-COVID levels. **Critical Root Cause**: Families do not understand how much education is lost when they keep their students out of school for insignificant reasons. Especially for the younger grades. |

# Schoolwide and Targeted Assistance Title I Elements

## 1.1: Comprehensive Needs Assessment

Please see the Comprehensive Needs Assessment detailed in this school performance plan.

## 2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Please see the Continuous Improvement Team table included in this plan.

## 2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

## 2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

## 2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

## 2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

## 3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

## 4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

## 4.2: Offer flexible number of parent involvement meetings

Refer to the Community Outreach Activities table for parent involvement opportunities.

# Plan Notes

| Funding Source | Amount | Purpose(s) for which funds are used | Applicable Goal(s) |
|---|---|---|---|
| General Funds Allocation | $ | | |
| At-Risk Weighted Allocation | $ | | |
| EL Weighted Allocation | $ | | |
| General Carry Forward | $ | | |
| At-Risk Weighted Carry Forward | $ | | |
| EL Weighted Carry Forward | $ | | |
| Title IA | $ | | |
| | | | |
| | | | |
| | | | |

# Continuous Improvement Team

| Team Role | Name | Position |
|---|---|---|
| CI Team Member | Charnell Harvey | Parent |
| CI Team Member | Katherine Teran | Office Aide |
| CI Team Member | Carla Gacia | Parent |
| CI Team Member | Michelle Langham | Teacher |
| CI Team Member | Frank Keith | Teacher |
| CI Team Member | Teresa Marceau | Office Manager |
| CI Team Member | Sarah Silva | Assistant Principal |
| CI Team Lead | Chantae Readye | Principal |