



## Clark County School District

# Rainbow Dreams Early Learning Academy

## 2024-2025 School Performance Plan: A Roadmap to Success

*Rainbow Dreams Early Learning Academy has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Janice Henry

**School Website:** <https://rainbowdreamsacademy.org/>

**Email:** Janice.henry@rdacharter.org

**Phone:** 702-638-0222

**School Designations:**  Title I     MRI     CSI     TSI     ATSI

*Our SPP was last updated on 07/09/2024.*



## School Demographics and Performance Information

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 [http://nevadareportcard.nv.gov/DI/nv/clark/rainbow\\_dreams\\_academy/2023/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/rainbow_dreams_academy/2023/nspf/)

## School Continuous Improvement (CI) Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.*

Name	Role
Janice Henry	<b>Principal(s)</b> <i>(required)</i>
Kristy Borg, Monica Ford	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Cypress Liu-Perkins, Andria Lamb	<b>Teacher(s)</b> <i>(required)</i>
Lashawnda Laster	<b>Paraprofessional(s)</b> <i>(required)</i>
Nikisha Bangerter	<b>Parent(s)</b> <i>(required)</i>
Lateisha Morgan	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>



## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
Parent Conferences	10.10.2023	<ul style="list-style-type: none"><li>-Requests for more tool access for home use</li><li>-Requests for more in-person contact with teachers and administrators</li><li>-More clearly defined chain of communication between caregivers, teachers, and teaching assistants.</li></ul>
Parent Literacy Night	11.15.2023	<ul style="list-style-type: none"><li>-Student support over breaks</li><li>-Lack of confidence in materials or time (Phonemic awareness)</li></ul>
Parent Literacy Night	1.17.2024	<ul style="list-style-type: none"><li>- Creating advocacy partnerships</li><li>-increased cultural sensitivity and exposure to a larger variety of course material.</li></ul>
Campus Town Hall	3.21.2024	<ul style="list-style-type: none"><li>-Dealing with rumors and gossip</li><li>-Clearing tracking of program efficacy</li><li>-Effective documentation</li><li>-Expansion of cultural reading materials</li><li>-Students feel more included when they see themselves in the materials.</li><li>-more direct communication between Board and staff</li></ul>



RDA All Staff Development	4.1.2024	<ul style="list-style-type: none"><li>-Increased training on curriculum platforms and growth tracking.</li><li>-Newer Staff feeling intimidated to ask for help.</li><li>-Too many cliques forming/ staff feeling isolated from each other.</li><li>-Need more effective mentorship guidelines</li><li>-accountability for mentorship partnerships</li><li>-More training on communication</li></ul>
Town Hall/Open Forum Meeting	4.30.2024	<ul style="list-style-type: none"><li>-Lack of strong inter departmental support and cohesion</li><li>-Less successful mentorships</li><li>-Need more bonding opportunities.</li><li>-School continuously understaffed</li></ul>
RDA All-Staff Meeting	6.14.2024	<ul style="list-style-type: none"><li>-Reading and phonemic awareness continues to improve.</li><li>-Continued mastery seen in students who matriculated from Pre-K and Pre-K 3.</li><li>- Need more manipulatives for students who are visual kinesthetic learners</li><li>-Broader curriculum support</li></ul>
CIS Committee Meeting	6.28.2024	<ul style="list-style-type: none"><li>-More inter-grade level collaboration requested</li><li>-Unity building activities and ways to track partnerships between mentors and mentees.</li><li>-Expanding gamified learning opportunities</li><li>-expanding literacy nights to include more full family engagement</li></ul>



# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	<i>Nevada School Performance Framework Stakeholder information Brigance and MAP assessments Teacher and Administrator observational Data</i>	<i>Stakeholder information Brigance Emotional Scales Teacher and Administrator Observational Data</i>	<i>Classroom observation data Family engagement data</i>
	<i>Areas of Strength: Rigorous curriculum in alignment with state standards. Students matriculating from Pre-K 3 and Pre-K show significant growth from previous assessments and are entering Kindergarten already showing grade level proficiency or higher.</i>		
	<i>Areas for Growth: Due to the disparity between the knowledge and skills of entering Kindergarten pupils, more attention is needed in offering curriculum that can be tailored to the student’s starting point. Chronic Absenteeism in the latter half of the academic year.</i>		
<b>Problem Statement</b>	<i>Upon admission into RDELA, student performance as measured by the Brigance and MAP assessments show grade level proficiency in reading and mathematics to be less than 70%.</i>		



<b>Critical Root Causes</b>	<p><i>Our students are in PreK and Kindergarten only, often RDELA is the FIRST experience that they have in a traditional classroom with curriculum and demands. Grade level teams are in the development process of a modified curriculum to better serve their student's instructional needs. We believe that the underlying cause of student performance issues include lack of parental training on reinforcing the material as well as the need to accommodate alternative learning styles through critical thinking activities that allow students to "do the work". The school-wide instructional review identified a need for additional professional development and monitoring of instruction to ensure curriculum is being implemented consistently and delivered with effective and differentiated instructional strategies. Additional support is necessary for assisting family understanding of the material in order to engage and reinforce the curriculum at home.</i></p>
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## Part B

Student Success	
<b>School Goal:</b> <i>By the Spring 2025 exam period for Brigance and MAP testing student proficiency in Math and Reading will increase by 20% from the fall assessment.</i>	<b>Aligned to Nevada's STIP Goal:</b> <i>Goal 1, Goal 2, Goal 3</i>
<b>Improvement Strategy:</b> Weekly targeted reading intervention; Weekly targeted math intervention.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
<b>Intended Outcomes:</b> Targeted reading intervention and enrichment will be provided on a weekly basis by an evidence-based reading program. Formative and summative assessment programs will be used to identify deficit skills and develop targeted instruction for individual students.	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>● <i>Determine the most effective timing to institute the additional support.</i></li> <li>● <i>Identify students who need support.</i></li> <li>● <i>Work with teachers to set individual goals and timelines for the students.</i></li> <li>● <i>Weekly grade level support meetings</i></li> </ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● Rigorous material for Tier I and Tier II support.</li> <li>● Pull out and push in support models.</li> <li>● Additional aides or paraprofessionals for students who need one to one learning.</li> <li>● Additional professional learning regarding assessment process and positive behavior support.</li> </ul>	

**Challenges to Tackle:**

- *Time Management balance between core curriculum and added support; Administration will implement a combination of both a pull out program and an after school supplemental in order to ensure that student needs can be met without sacrificing core learning time.*
- *Insufficient funding and resources; Amend strategic budget to purchase supplies for after school enrichment opportunities, allocate funding for after school enrichment in next year's budget when released in January*

**Improvement Strategy:** *Teachers will use math manipulatives, materials, and student books through the school-wide curriculum to develop skills in the CCSS and standards for Mathematical Practices. Family engagement will take place to train parents how to work with manipulatives to reinforce classroom concepts.*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3

**Intended Outcomes:** *Math manipulatives, materials, and student books through the school-wide curriculum will address the needs of multiple learning types allowing all students develop skills in the CCSS and standards for Mathematical Practices. These instructional tools will be available for home use and family engagement sessions are scheduled to include teaching parents how to better support their early learners in mathematics. Parents will be trained to increase confidence in guiding their learners through the materials at home.*

**Action Steps:**

- *Modify the curriculum to better utilize manipulatives in order to meet the needs of the diverse learning styles.*
- *Identify students who need extra support.*
- *Set up weekly enrichments for students with IEPs or students identified as needing additional support.*
- *Schedule Parent training and enrichment sessions to correspond with advances in learning material.*

**Resources Needed:**

- *Age appropriate math manipulatives for classroom and home use (2 sets)*
- *Differentiated math curriculum materials*
- *Pacing guide*

**Challenges to Tackle:**

- *Insufficient funding and resources; Amend strategic budget to purchase supplies for after school enrichment opportunities, allocate funding for after school enrichment in next year's budget when released in January*
- *Increasing parent/caregiver attendance and engaging involvement; Instituting an incentive program for families attending parent-literacy events; additional asynchronous parent training made available*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: RDELA employs numerous bilingual teachers and teaching assistants in order to meet the needs of our ELL population



through one to one or small group learning opportunities.

**Foster/Homeless:** Through Title I H.O.P.E. RDELA offers additional services and support to meet the needs of this community including a dedicated staff member to work as a liaison on their behalf. RDELA offers a safe before and after school learning environment via Dream Care which our students may attend free of charge. This is especially important to a population that may be lacking a safe and stable environment to learn at home.

**Free and Reduced Lunch:** RDELA currently serves this population exclusively. Over 75% of our student body falls 300% below the poverty line. Due to this, every tool needed to encourage learning is provided free of charge to our students.

**Migrant:** RDELA does not currently service any migrant families, however, should they choose to attend, we offer a plethora of services and supports to help this population reach their academic goal. RDELA offers a safe before and after school learning environment via Dream Care which our students may attend free of charge. This is especially important to a population that may be lacking a safe and stable environment to learn at home.

**Racial/Ethnic Minorities:** RDELA services 95% racial minority students. In order to address all their unique needs we have integrated culturally diverse educational opportunities throughout our curriculum.

**Students with IEPs:** Students with IEPs are given access to additional support including one to one and small group services to address their unique learning needs. They are also given accommodations as needed such as extra time, preteaching, and advanced access to materials to support their processing needs.





## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<i>Staff survey data, needs assessment meeting, Review of lesson plans and classroom materials, incident reports</i>	<i>Staff survey data, Classroom observation, Review of lesson plans and classroom materials, staff development feedback, incident reports</i>	<i>Staff survey data, Classroom observation</i>
	<i>Areas of Strength: Strong focus on professional development including inclusivity, cultural and social awareness, evaluation and curriculum tools</i>		
	<i>Areas for Growth: Classroom management skills continue to be a problem area for new teachers. Rather than implement in-classroom behavior strategies, teachers were often quick to remove students to the front office. This did not positively impact overall classroom behavior.</i>		
<b>Problem Statement</b>	<i>Classroom management for less experienced staff is not as efficient or proactive, wasting valuable learning time. New teaching staff would benefit from longer team building and development and mentorship programs.</i>		
<b>Critical Root Causes</b>	<i>RDELA is an early learning environment which means it is the first experience many of our students have in a classroom. Newer staff is less experienced with managing students in a curriculum based setting and spend a longer time than our more seasoned staff maintaining order and engaging students in a ready to learn environment.</i>		

### Part B

Adult Learning Culture	
<b>School Goal:</b> <i>Our goals include establishing strong mentorship pairings between seasoned staff and incoming staff to ensure consistent support, knowledge transfer, and professional growth. Additionally, we aim to implement comprehensive professional development programs focused on classroom management, behavioral management, and social-emotional</i>	<b>STIP Connection:</b> <i>Goal 3, Goal 4</i>



*support for students to enhance teacher effectiveness and student well-being. We are committed to improving classroom management, with a target to increase the percentage of classroom observations that meet the established expectations for classroom and behavior management to 50% by the end of Semester 1, 2025, and 60% by the end of Semester 2, 2025, as measured by classroom observation data. By achieving these goals, we aim to create a supportive, well-managed, and nurturing educational environment that fosters both student success and teacher confidence.*

**Improvement Strategy:** Creating mentorship and training opportunities to increase confidence in classroom management and organizational culture with increased training in behavioral and classroom management techniques.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4

**Intended Outcomes:** *The intended outcomes of these goals are multifaceted. First, by establishing strong mentorship pairings between seasoned staff and incoming staff, we aim to ensure consistent support, knowledge transfer, and professional growth, which will help new teachers acclimate more quickly and effectively to their roles. Second, the implementation of comprehensive professional development programs focused on classroom management, behavioral management, and social-emotional support for students is expected to enhance teacher effectiveness and improve student well-being. This will create a more positive and productive classroom environment.*

*Furthermore, improving classroom management is anticipated to lead to more structured and efficient classrooms, where learning can occur with fewer disruptions. By increasing the percentage of classroom observations that meet the established expectations for classroom and behavior management to 50% by the end of Semester 1, 2025, and 60% by the end of Semester 2, 2025, we aim to create a more consistent and high-quality educational experience for all students. Overall, these efforts are intended to foster a supportive, well-managed, and nurturing educational environment that promotes both student success and teacher confidence.*

**Action Steps:**

- *Identify Experienced Mentors: Select seasoned staff members who demonstrate strong teaching skills, classroom management, and a willingness to mentor.*
- *Develop Mentorship Framework: Create a structured mentorship program that includes regular meetings, goal-setting, and feedback mechanisms.*
- *Match Mentors with New Staff: Pair incoming staff with appropriate mentors based on subject area and grade level.*
- *Monitor and Support Mentorship Relationships: Provide ongoing support and resources to ensure effective mentorship, including regular check-ins and feedback sessions.*
- *Assess Training Needs: Conduct surveys and assessments to identify specific areas where professional development is needed.*



- *Design Training Programs: Develop or source training programs focused on classroom management, behavioral management, and social-emotional support.*
- *Schedule and Conduct Training: Organize regular professional development sessions, workshops, and seminars throughout the school year.*
- *Evaluate Training Effectiveness: Collect feedback from participants and assess the impact of the training on teaching practices and student outcomes.*
- *Set Clear Expectations: Establish and communicate clear expectations for classroom and behavior management to all staff.*
- *Conduct Regular Observations: Implement a schedule for regular classroom observations to monitor adherence to management expectations.*
- *Provide Targeted Support: Offer additional support and coaching to teachers who need assistance in meeting classroom management standards.*
- *Review and Adjust Strategies: Regularly review observation data to identify trends and areas for improvement, and adjust strategies accordingly.*
- *Promote a Positive School Culture: Encourage a school-wide culture of support, respect, and collaboration among staff and students.*
- *Engage Families and the Community: Involve families and the community in supporting classroom management and student well-being through workshops and communication.*
- *Implement Student Support Programs: Introduce or expand programs that provide social-emotional learning and behavioral support for students.*
- *Celebrate Successes: Recognize and celebrate achievements and improvements in classroom management and student behavior to motivate continued progress.*

**Resources Needed:**

- **Clear Program Goals and Guidelines:** Define the objectives, expectations, and guidelines of the peer mentorship program. Determine the target audience, scope, and duration of the program..
- **Selection and Training:** Develop a selection process to identify mentors based on their expertise, experience, and willingness to support others. Provide comprehensive training to mentors to equip them with the necessary skills to effectively guide and support their mentees.
- **Matching Process:** Develop a thoughtful matching process to pair mentors and mentees based on their specific needs, interests, and compatibility. Consider factors such as subject area, grade level, teaching style, and personal preferences.
- **Regular Meetings and Check-Ins:** Establish a schedule and framework for regular meetings between mentors and mentees.
- **Resource Sharing:** Facilitate the exchange of resources, best practices, and teaching strategies between mentors and mentees. Develop a platform (e.g., online portal, shared drive, or virtual collaboration tools) where participants can share documents, lesson plans, and other educational materials.
- **Reflection and Evaluation:** Encourage mentors and mentees to reflect on their experiences and share feedback about the program. Use evaluation methods such as surveys or interviews to assess the effectiveness of the program and make improvements.



- Recognition and Rewards: Recognize the efforts and achievements of mentors and mentees.

**Challenges to Tackle:**

- *Finding Suitable Mentors: Identifying experienced staff who have the time, willingness, and skills to mentor new teachers can be challenging.*
- *Compatibility Issues: Ensuring that mentors and mentees are well-matched in terms of teaching styles, personalities, and subject areas might be difficult.*
- *Time Constraints: Both mentors and mentees may have limited time to dedicate to the mentorship program due to their existing responsibilities.*
- *Resource Limitations: Providing high-quality training programs may require significant financial and logistical resources.*
- *Varied Training Needs: Staff members may have diverse professional development needs, making it challenging to design programs that meet everyone's requirements.*
- *Engagement and Participation: Ensuring that all staff members are fully engaged and actively participate in professional development sessions can be difficult.*
- *Resistance to Change: Some teachers may be resistant to adopting new classroom management strategies or adhering to established expectations.*
- *Consistency in Implementation: Achieving consistent implementation of classroom management practices across different teachers and classrooms can be challenging.*
- *Addressing Behavioral Issues: Effectively addressing and managing student behavioral issues, especially those with underlying emotional or psychological problems, requires specialized skills and resources.*
- *Cultural Shifts: Promoting a positive school culture and fostering collaboration among staff and students may require significant cultural shifts and time.*
- *Family and Community Engagement: Engaging families and the community in supporting classroom management and student well-being can be difficult, especially in communities with diverse needs and limited resources.*
- *Sustaining Momentum: Maintaining the momentum and enthusiasm for creating a supportive educational environment over time can be challenging, particularly in the face of setbacks or resistance.*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

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## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Observational Data from Teachers and administrators, stakeholder input</i>	<i>Survey data</i>	<i>Family engagement feedback, RDELA Town hall survey,</i>
	<i>Areas of Strength: Parent engagement for transitioning Pre-K to Kindergarten students is high. Culturally sensitive and inclusive materials built into the curriculum.</i>		
	<i>Areas for Growth: Parent engagement, accountability, and input continues to fall on less than half of the parent population. Increased inclusion of growth mindset learning tools.</i>		
<b>Problem Statement</b>	<i>Student social and emotional growth and development is impeded by lack of culturally sensitive and diverse materials that represent them.</i>		
<b>Critical Root Causes</b>	Social emotional health is often rooted in an individual's diverse background and specific cultural needs. Failure to develop and implement a uniform and culturally informed SEL plan. Lack of parental training and support on behavior interventions		

### Part B

Connectedness	
<p><b>School Goal:</b> <i>We aim to substantially increase family engagement and achieve measurable positive growth in students' social and emotional health. This will be tracked through the Brigance Social and Emotional Health assessment and feedback from stakeholders. Our specific target is for 80% of responses to the social-emotional skills questions to indicate "Sometimes" or "Most of the Time" by the conclusion of the 2024-2025 school year.</i></p>	<p><b>STIP Connection:</b> <i>Goal 4, Goal 5, Goal 6</i></p>
<p><b>Improvement Strategy:</b> <i>Students, families, and staff will increase their sense of school and community belonging, increasing their overall engagement by taking part in culturally sensitive and diverse training.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>	



**Intended Outcomes:** *Improve teacher awareness of student diversity needs in order to develop a stronger SEL program for the early learning population. Teachers will take part in no fewer than 4 professional development sessions on diversity training. RDELA will help to develop student leaders who demonstrate understanding of diversity by concentrating on incorporating a growth mindset.*

**Action Steps:**

- *Schedule professional development on culturally inclusive education and diversity and representation.*
- *Provide parent information and training on positive behavior strategies and growth mindset in order to support student emotional wellness and leadership skills.*

**Resources Needed:**

- *Funding for guest speakers and trainings for professional development*
- *Extra duty pay for parent engagement and training*
- *Enhance Communication tools for parents uncomfortable with digital communication*
- *Ways to more clearly evaluate progress*
- *Increased in educational workshops relying on parent teacher collaboration*
- *Reward system*

**Challenges to Tackle:**

- *Increasing Parent engagement; incentivising parent support through small gift cards or educational supply such as books from home.*
- *Lack of parent resources; stage resource drive with community partners, increased fundraising efforts*
- *Sustaining engagement over time; Include parent achievement and support ceremonies to encourage sustained engagement*

**Improvement Strategy:** *RDELA will align curriculum to address a variety of culture backgrounds each month in order to expose children to a broader understanding of the community they are a part of*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4

**Intended Outcomes:** *RDELA will include a curriculum specifically designed to highlight, educate, and celebrate a different culture on a monthly basis. Increased student involvement, increased cultural awareness, increased sense of community.*

**Action Steps:**

- *Identify the cultural and diversity needs of the current student body to prioritize representation.*
- *Identify community composition to supplement the diversity representation for the curriculum.*
- *Design a once a month week-long focussed curriculum representing a specific culture and history including books for story time focussing on representation.*
- *Design family engagement activities that highlight the diversity represented in the curriculum including literacy nights and fundraisers.*

**Resources Needed:**

- *Extra duty funding*
- *Sign in sheets, activities, surveys, agendas for family engagement activities*
- *Lesson Plans, student assignments, SEL scores on Brigance assessments*

**Challenges to Tackle:**

- Getting a clear understanding of and balancing the representation needs of the student body; implement stakeholder survey on diversity needs, hold a town hall, increased SEL observation.
- Obtaining funding for activities outside the classroom; increased fundraising efforts, resource drive with community partners.

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## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title I	\$34,770.00	Technical instructional items	Goals 1, 2, 3
PCFP Funding	\$885,654.00	Staffing, operational costs,	Goals 1 and 2
Title III	\$1500	EL supports	Goals 1,2,3
ECILP Funding	\$1,037,788.10	Literacy Support	Goals 1,2,3