

# 2013 Single Plan for Student Achievement

## Rio del Valle Middle School



# The Single Plan for Student Achievement

School: Rio del Valle Middle School

District: Rio School District

County-District School (CDS) Code: 5672561-6055495

Principal: Joanne Davidson

Date of this revision: January 9, 2014

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on February 19, 2014

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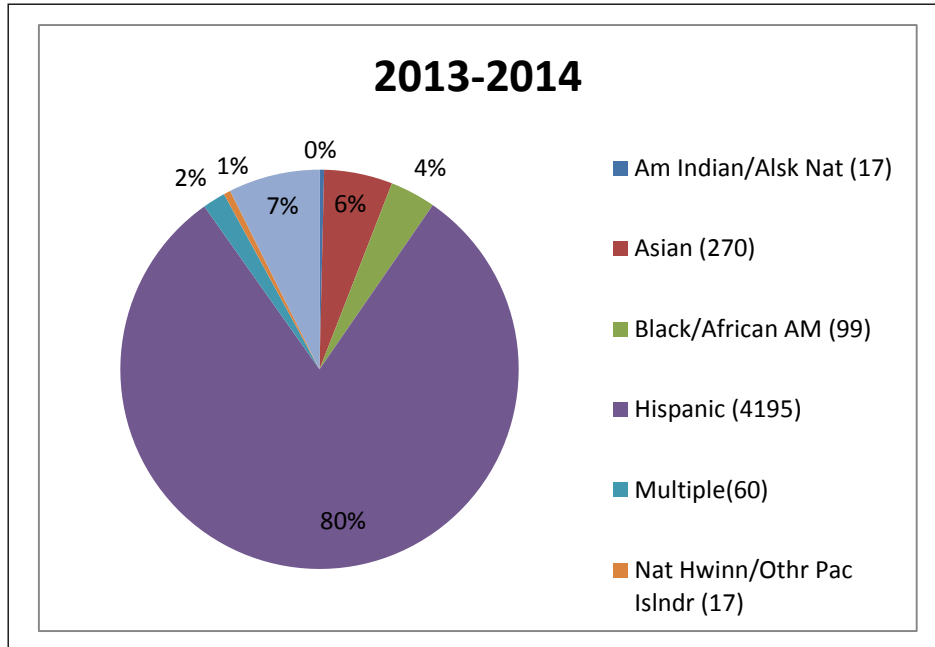
## **Single Plan for Student Achievement**

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## District Profile

The mission of the Rio School District (RSD) is to educate learners for the 21<sup>st</sup> Century.

Approximately 4800 students attend RSD. The five K-5 elementary schools, one K-6 elementary school and two 6-8 middle schools in the district range in size from 450 to 775. The ethnic distribution of the District is diverse, as represented in the chart below. As reported in CALPADS the districts socio-economically disadvantaged population in Grades K-8 is 93%, with 3,822 students receiving free or reduced lunches. All schools receive Title I funding.



Over 20 languages are represented in the district. Forty-eight percent of RSD students are identified as English Learners (ELLs), 93% of whom speak Spanish as their primary language.

During the 2013-14 school year, RSD identified students with IEPs in eight categories of primary disability. “Specific Learning Disability” and “Speech and Language” were the predominant disabilities reported. Of the 121 students with IEPs for Specific Learning Disabilities, (92%) were Hispanic; of the 138 students with IEPs for Speech and Language, (89%) were Hispanic.

As illustrated in the chart, the percentage of Hispanic students in the district was approximately 81%.

One hundred percent of RSD teachers meet the NCLB highly qualified criterion. Of the 177 district teachers, 45% hold Master’s Degrees, and another 42% have attained a Baccalaureate Degree plus 30 units of higher education credit. The average years of teaching service in the district is 11, and the average years of service is 13.

The district average class size in K-8 is 30.

## ***Rio School District Needs Assessment Process***

The Rio School District conducted a review of the nine Essential Program Components, but perhaps more importantly, analyzed the demands of the Common Core State Standards and the district's current capacity to effectively navigate the transition. The goal of the process was to not only shore up current instructional practices and systematize tiered intervention, but to increase understanding around the CCSS instructional shifts, grade level expectations, and shifts in practice that will be necessary to provide ALL students access to a robust course of study.

In recent years, RSD has created a collaborative system that includes district-wide K-8 Curriculum Council, management and principal teams, site-level Professional Learning Communities (PLCs) as well as district level professional development and calibration. This network was effectively utilized throughout the needs assessment process to analyze data, identify priority needs, create action steps, and communicate with stakeholders. Educational Services worked with the following team members to create a long-range Action Plan designed to not only refine current practice, but to systematically transition all teachers and administrators to the demands of the new Common Core State Standards (CCSS).

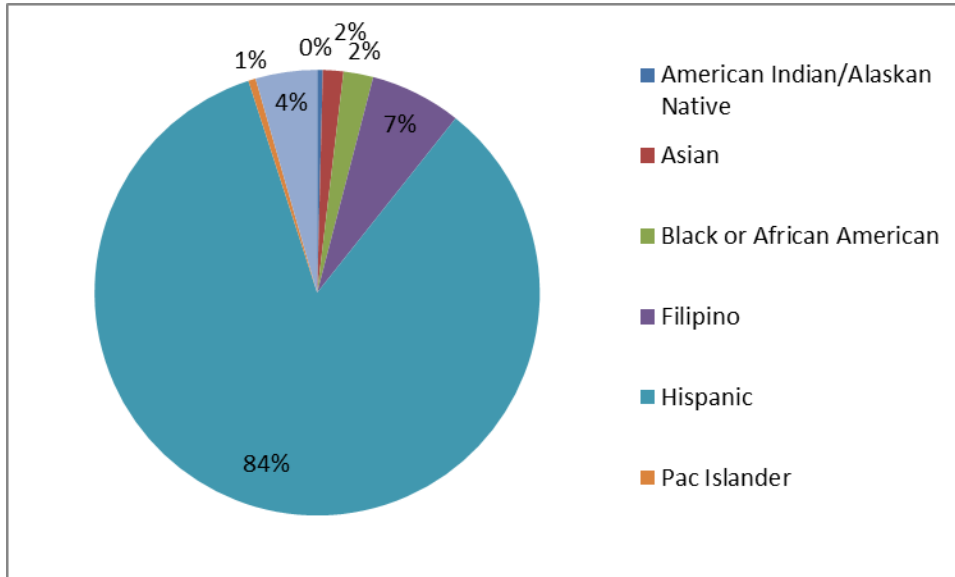
### ***Rio School District Goals, Strategies and Action Steps***

The action steps in this Plan were developed to ensure that all students make significant academic progress, all teachers are provided with the professional development, tools, and resources needed to provide and facilitate exceptional instruction. The following achievement goals are consistent with the requirements of Adequate Yearly Progress (AYP).

- Goal 1: The district will meet annual AYP requirements for English Language Arts during the 2013-14 school year, both district wide and for all significant subgroups, including ELs and SWD.
- Goal 2: The district will meet annual AYP requirements for Mathematics during the 2013-14 school year, both district wide and for all significant subgroups.
- Goal 3: The district will meet CELDT requirements for AMAOs 1, 2 and 3 during the 2013-14 and 2014-15 school years.
- Goal 4: The district will create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency in English Language Arts and Mathematics.
- Goal 5: The district will provide all teachers with strategic professional development, collaboration opportunities and support to understand the progression of Common Core State Standards (CCSS) English Language Arts and Mathematics goals and expectations. Teachers will be prepared with the skills and knowledge necessary to fully transition and align instructional practice to CCSS by 2014-15.
- Goal 6: The district will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System Consortium (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the Smarter Balanced Assessment System resources by 2014-15.

## Rio del Valle: School Profile

For over 50 years, Rio del Valle Middle School has educated and served generations of families from El Rio and surrounding communities. While times and neighborhoods may have changed, RDV's commitment to educating every student remains unwavering. We are proud to have worked in conjunction with Rio School District's leadership, the faculty and staff has dedicated themselves to providing our Knights with a world-class education.



Approximately 739 students attend Rio del Valle. The ethnic distribution is diverse, as represented in the chart.

Our largest population of students (84%) is Hispanic Learners.

In just two years, we have launched several classes and programs, which have distinguished Rio del Valle as an exemplary middle school here in Ventura County. Our eighth Honors Program is in its second year of implementation, and this year we have added Honors classes in both 6<sup>th</sup> and 7<sup>th</sup> grade.

We have reinvigorated our competitive sports program that in two short years has won championship and has been identified as a model middle school sports program in Ventura County. We have also broadened our students' daily class offerings to include a comprehensive elective program with options for music, foreign language, the Arts, AVID, technology, and leadership.

RDV is one of the only middle schools in Ventura County to offer its students high school courses, Geometry and Spanish, which allows them to meet college entrance requirements.

RDV offers all students with a safe, warm family environment. Attendance rates and the numbers of students involved in extracurricular programs are additional indicators of the outstanding learning experiences the dedicated staff works to provide the student her at RDV.

### **Rio del Valle's Needs Assessment Process**

Rio del Valle examined multiple data sources in assessing the needs for the 2013 – 2014 school year. In doing so, we discovered significant growth, areas of strengths, but most importantly, areas in which to focus for improvement. In providing our RDV Knights with a comprehensive and rigorous middle school experience, we looked not only at academic testing scores, but also noted our attendance, discipline, and extra-curricular participation data to inform our decision-making.

Once our needs were identified, our team set a plan in action. Professional development, intervention, 21<sup>st</sup> Century Learning, collaboration, technology integration, and Accelerated Reader quickly came to the forefront of the planning as means not only to address our current needs, but in preparation to meet the demands of the Common Core State Standards.

## GOALS, STRATEGIES AND ACTION STEPS

The action steps in this Plan were developed to ensure that all students make significant academic progress, all teachers are provided with the professional development, tools, and resources needed to provide and facilitate exceptional instruction. The following achievement goals align with the district vision and LEA plan.

Goal 1: English Language Arts: Develop our RDV Readers' Stamina, Comprehension, and love of Reading: By June 2014, 75% of RDV students will increase their reading levels by at least one grade level and 25% will increase by two grade levels as assessed through the STAR Reading Assessment and Accelerated Reader benchmark assessments.

Goal 2: Model 21<sup>st</sup> Century Classrooms: By June 2014, RDV will be well on its way to becoming a model 21<sup>st</sup> century learning environment, complete with one to one computing devices for all students in ELA and Math classrooms and professional development and collaboration opportunities for all teachers leading to the implantation of Project Based Learning lessons.

Goal 3: Mathematics: By June 2014, the number of students earning D's or F's in math will decline by 20% as measured by their final trimester grades.

Goal 4: ELD: Meet CELDT requirements for AMAOs 1, 2, and 3 during the 2013 – 2014 school year.

Goal 5: Safe & Enriching Learning Environment: All RDV students will be educated in a safe, drug free learning environment that promotes each student's social and emotional growth through the increase of student clubs, elective classes, athletic teams, and enrichment offerings. In addition, by June 2014, monthly attendance averages will increase to 98%. Whole class and individual incentives, as well as assistance from the SRP, will be implemented to promote positive attendance.

### Adequate Yearly Progress (AYP) English Language Arts

School-wide & Subgroups	2009 – 10 (Target = 58.8 )		2010 – 11 (Target = 67.6 )		2011 – 12 (Target = 78.4 )		2012 – 13 (Target = 89.2 )	
	Adv/Prof %	Met AYP	Adv/Prof %	Met AYP	Adv/Prof %	Met AYP	Adv/Prof %	Met AYP
School-wide	34.5	No	35.5	No	41.6	Yes (SH)	39.5	No
Hispanic or Latino	30.1	No	31.1	No	37.1	Yes(SH)	34.7	No
Socioeconomically Disadvantaged	28.5	No	35.5	Yes (SH)	41.6	Yes (SH)	35.1	No
English Learners	19.4	No	21.1	No	31.1	Yes (SH)	23.2	No

Key: Green Met Target    Yellow: Met Target through alternative Means    Red: Did not meet

**Adequate Yearly Progress (AYP)  
Math**

School-wide & Subgroups	2009 – 10 (Target =58.0 )		2010 – 11 (Target = 68.5 )		2011 – 12 (Target = )		2012 – 13 (Target = )	
	Adv/Prof %	Met AYP	Adv/Prof %	Met AYP	Adv/Prof %	Met AYP	Adv/Prof %	Met AYP
School-wide	28.3	No	32.2	No	35.3	No	35.4	No
Hispanic or Latino	24.8	No	27.9	No	32.2	No	32.6	No
Socioeconomically Disadvantaged	25.7	No	32.2	Yes (SH)	35.3	No	33.0	No
English Learners	22.9	No	24.5	No	25.4	No	26.3	No

Key: Green Met Target    Yellow: Met Target through alternative Means    Red: Did not meet

Rio del Valle’s school-wide API score increased by 41 points in the past three years. When looking at subgroups, our Hispanic students increased by 46 points, our SED populations gained 27 points, and our English Learners raised their score by 29 points.

**Academic Performance Index (API) – School-wide by Subgroup**

	2011	2012	2013
<b>Rio del Valle</b>	<b>680</b>	<b>695</b>	<b>721</b>
<b>Subgroups</b>			
Black or African American	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	656	674	702
White	*	*	*
Socioeconomically Disadvantaged	680	695	721
English Learners	617	641	646
Students with Disabilities	*	*	*

\* Not a numerically sufficient subgroup size



The school has shown decreases in the percent of English Learners who have gained proficiency in the English Language as shown in the AMAO and 2 ≥ 5 years tables below. However, in AMAO 2 < 5 years, the school has made a 26.7 gain in the number of English Learners who have gained proficiency.

**AMAO 1: Annual Progress Learning English**

2010-2011			2011-2012			2012-2013		
53.1%			54.6%			56%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
181	87	48.1	181	120	66.3	207	111	53.6

Key: Green: Met    Yellow: Met through alternate means    Red: Did not meet

**AMAO 2 < 5 years: Progress attaining English Language Proficiency**

2010-2011			2011-2012			2012-2013		
17.4%			18.7%			20.1%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
23	--	--	27	--	--	30	8	26.7

Key: Green: Met    Yellow: Met through alternate means    Red: Did not meet

**AMAO 2 - ≥ 5 years: Progress attaining English Language Proficiency**

2010-2011			2011-2012			2012-2013		
41.3%			43.2%			45.1%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
168	58	34.5	157	75	47.8	190	84	44.2

Key: Green: Met    Yellow: Met through alternate means    Red: Did not meet

AMAO 3 data reflects slight increases in the English Language Learners (ELL) subgroup in both English Language Arts (2.1%) and in Mathematics (1.8%) as compared to 2011 scores. The ELL subgroup has not achieved the AYP proficiency targets in either ELA or Mathematics.

**AMAO 3 – ELL Subgroup Meeting AYP Requirements  
English Language Arts**

	2010-2011			2011-2012			2012-2013		
	<b>67%</b>			<b>78.4%</b>			<b>79%</b>		
	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
<b>District</b>	<b>1656</b>	<b>456</b>	<b>27.5%</b>	<b>1734</b>	<b>559</b>	<b>32.2%</b>	<b>1854</b>	<b>484</b>	<b>27.3%</b>
Rio del Valle	318	67	21.1%	338	105	31.1%	323	75	23.2%

Key: Green: Met      Yellow: Met through alternate means      Red: Did not meet

**AMAO 3 – ELL Subgroup Meeting AYP Requirements  
Mathematics**

	2010-2011			2011-2012			2012-2013		
	<b>68.5%</b>			<b>79%</b>			<b>89.5%</b>		
	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
<b>District</b>	<b>1654</b>	<b>618</b>	<b>37.4%</b>	<b>1734</b>	<b>687</b>	<b>39.6%</b>	<b>1774</b>	<b>680</b>	<b>38.3%</b>
Rio del Valle	318	78	24.5%	339	86	25.4%	323	88	26.3%

Key: Green: Met      Yellow: Met through alternate means      Red: Did not meet

**California Standard Test  
Five-Year Span 2009-2013  
Number and Percent Advanced and Proficient  
Economically Disadvantaged**

Rio del Valle										
Grade	2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%
<b>6</b>	42	25	45	28	75	36	93	41	90	39
<b>7</b>	39	31	46	27	78	37	105	50	93	38
<b>8</b>	27	24	48	34	82	36	82	37	97	44

Rio del Valle										
Grade	2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%
<b>6</b>	42	23	35	22	70	34	76	33	75	32
<b>7</b>	39	30	45	26	62	30	84	41	73	33
<b>8</b>	6	13	20	21	17	11	16	10	23	17
<b>Alg</b>	22	30	25	47	56	64	55	71	58	67
<b>Alg 7th</b>					1		5		22	92
<b>Geo</b>							1		3	

**California Standard Test  
Five-Year Span 2009-2013  
Number and Percent Advanced and Proficient  
English Learners**

Rio del Valle										
Grade	2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%
<b>6</b>	10	11	9	10	2	4	4	5	4	6
<b>7</b>	7	11	6	8	1	2	6	11	2	3
<b>8</b>	1	2	5	8	3	6	1	2	4	8

Rio del Valle										
Grade	2009		2010		2011		2012		2013	
	#	%	#	%	#	%	#	%	#	%
<b>6</b>	10	10	17	15	5	9	5	7	5	7
<b>7</b>	7	17	9	12	1	2	4	7	9	12
<b>8</b>	1	2	8	14	2	4	1	2	1	2
<b>Alg</b>	0	0	2	0	3	0	0	0	4	80

Rio del Valle Middle School  
**PATTERNS THAT INDICATE AREAS OF FURTHER ANALYSIS**  
 12-13 STAR California Standards Tests  
 Mean % Correct (NUMBER POSSIBLE)

**LANGUAGE ARTS**

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Word Analysis and Vocabulary Development 56% - 2013 (13)	Word Analysis and Vocabulary Development 70% - 2013 (11)	Word Analysis and Vocabulary Development 57% - 2013 (9)
Reading Comprehension 55% - 2013 (17)	Reading Comprehension 65% - 2013 (18)	Reading Comprehension 61%- 2013 (18)
Literary Response and Analysis 60% - 2013 (12)	Literary Response and Analysis 58%- 2013 (13)	Literary Response and Analysis 54% - 2013 (15)
Written Conventions 64% - 2013 (16)	Written Conventions 64%- 2013 (16)	Written Conventions 56%- 2013 (16)
Writing Strategies 55% - 2013 (17)	Writing Strategies 52% - 2013 (17)	Writing Strategies 50% - 2013 (17)

Rio del Valle Middle School  
**PATTERNS THAT INDICATE AREAS OF FURTHER ANALYSIS**  
 12-13 STAR California Standards Tests  
 Mean % Correct (NUMBER POSSIBLE)

**MATHEMATICS**

Grade 6	Grade 7	Grade 8
Ratios, Proportions, Percentages, Neg. Fractions 56% - 2013 (15)	Rational Numbers 51% - 2013 (14)	Rational Numbers 42% - 2013 (14)
Operations and Problem Solving with Fractions 57% - 2013 (10)	Exponents, Powers, and Roots 52% - 2013 (8)	Exponents, Powers, and Roots 31% - 2013 (10)
Algebra and Functions 63% - 2013 (19)	Quantity, Relationships and Evaluating Expressions 57% - 2013 (10)	Quantity, Relationships and Evaluating Expressions 43% - 2013 (11)
Measurement and Geometry 48% - 2013 (10)	Multistep Problems, Graphing, and Functions 59% - 2013 (15)	Multi-step Problems, Graphing, and Functions 47% - 2013 (10)
Algebra and Functions 56% 2013 (11)	Measurement and Geometry 56% 2013 (13)	Measurement and Geometry 38% - 2013 (11)
	Statistics, Data Analysis and Probability 63% - 2013 (5)	Statistics, Data Analysis and Probability 51% - 2013 (9)

Rio del Valle Middle School  
**PATTERNS THAT INDICATE AREAS OF FURTHER ANALYSIS**  
 12-13 STAR California Standards Tests  
 Mean % Correct (NUMBER POSSIBLE)

Algebra

7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Number Properties, Operations, Linear Equations 87% - 2013 (17)	Number Properties, Operations, Linear Equations 77% - 2013 (17)
Graphing and Systems of Linear Equations 87% - 2013 (14)	Graphing and Systems of Linear Equations 58% - 2013 (14)
Quadratics and Polynomials 83% - 2013 (21)	Quadratics and Polynomials 69% - 2013 (21)
Functions and Rational Expressions 82% - 2013 (13)	Functions and Rational Expressions 60% - 2013 (13)

Rio del Valle Middle School  
**PATTERNS THAT INDICATE AREAS OF FURTHER ANALYSIS**  
12-13 STAR California Standards Tests  
Mean % Correct (NUMBER POSSIBLE)

Geometry

Logic and Geometric Proofs 91% - 2013 (23)
Volume and Area Formulas 100% - 2013 (11)
Angle Relationships, Constructions, and Lines 69% - 2013 (16)
Trigonometry 100% - 2013 (15)

**Rio del Valle Middle School**  
**PATTERNS THAT INDICATE AREAS OF FURTHER ANALYSIS**  
 12-13 STAR California Standards Tests  
 Mean % Correct (NUMBER POSSIBLE)

**HISTORY – SOCIAL SCIENCE**

<b>Grade 8</b>
World History : Ancient Civilizations 53% - 2013            (16)
Late Antiquity and Middle Ages 52% - 2013            (14)
Renaissance/ Reformation 55% - 2013            (10)
US Constitution & Early Republic 53% 2013    (22)
Civil War and Its Aftermath 54% - 2013    (13)



Rio del Valle Middle School  
**PATTERNS THAT INDICATE AREAS OF FURTHER ANALYSIS**  
 12-13 STAR California Standards Tests  
 Mean % Correct (NUMBER POSSIBLE)

**SCIENCE**

<b>Grade 8</b>
Motion 59% - 2013      (8)
Forces/Buoyancy (13) 64% - 2013
Matter Periodic Table 59% - 2013      (16)
Solar System 65% - 2013      (7)
Reaction Living Systems 55% 2013      (10)
Investigation/Experiment 62% - 2013      (6)

**Form A: Planned Improvements in Student Performance**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**School Goal # 1 (Develop our RDV Readers' Stamina, Comprehension, and Love of Reading)**

*By June 2014, 75% of RDV students will increase their reading levels by at least one grade level and 25% will increase by two grade levels as assessed through the STAR Reading Assessment and Accelerated Reader benchmark assessments.*

<p><b><u>What data did you use to form this goal (findings from data analysis)?</u></b></p> <p>STAR Reading Assessments Accelerated Reader Monthly reports – by class, teacher, and individual student analysis</p>	<p><b><u>What were the findings from the analysis of this data?</u></b></p> <p>In looking at our STAR Reading Assessment data, we recognized that many of our students are reading below their grade level. This corresponds with the trends we saw in prior years' CST data. In addition, analysis of data inspired the refinement of the RDV Academic Academy to include an Honors ELA 6<sup>th</sup> &amp; 7<sup>th</sup> grade, and 2<sup>nd</sup> Spanish class. In addition to focusing on our top learners, we also began a morning intervention for students needing additional support in ELA and afternoon study hall sessions for students to work closely with their teachers. Lastly, we will be purchasing additional reading materials for our library, giving access to all of our RDV students.</p>	<p><b><u>How will the school evaluate the progress of this goal?</u></b></p> <p>Data collection and analysis is an on-going process. We will look closely at progress report and trimester grades as well as district (Smarter Balanced Aligned) benchmark scores. Accelerated Reader, STAR Reading assessments, and progress made by intervention students, will also be examined.</p>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Purchase additional, high interesting reading materials for the RDV library and RDV students	Principal and language arts teachers	With student and teacher input, RDV will purchase additional, high interest reading materials for students and the library	\$1000 EIA/LEP \$8000 Literacy Grant

Renew Accelerated Reader accounts in September, 2013	Principal and language arts teachers	Additional Accelerated Readers accounts were purchased to ensure that each and every RDV student had access to the program	\$3500 for subscription EIA/LEP
RDV Read-A-Thon, Principal's Challenge, & Book Fair	Principal, Asst. Principal, & ELA Teachers	Students will participate in a number of activities aimed at making reading fun through competitions and community reading	No cost to site
Purchase STAR/AR incentives, materials, and supplies	Principal, Asst. Principal & ELA Teachers	Students will be recognized and rewarded for passing quizzes and making progress towards their goals	\$1000 \$500 EIA/LEP \$500 Title I
Trained 7 faculty and staff members in AVID methodologies at AVID Summer Institute	Reading Intervention Teacher(s)	RDV sent another strong Site Team to AVID Summer Institute for AVID training. Teachers represented the following departments: ELA, Math, Social Science, Science, Art, SPED, and PE	\$6000 United Way AVID Grant
<i>(September – June) Employ AVID tutors</i>	<i>Assistant Principal Counselor Tutors</i>	Two days weekly, 3.5 hours daily	\$10000 \$5000 United Way AVID Grant \$5000 Title I
<i>(By June, 2014) Stipend – AVID Coordinator</i>	<i>Principal</i>	Responsible for teaching student leadership, encouraging community service projects, directing and calendaring all school site AVID student and parent activity programs, and developing and monitoring the AVID site plan.	\$1500 EIA-LEP
Purchase carts with devices for each core and/or content teachers.	Principal	Nine laptop carts purchased to support 21 <sup>st</sup> century learning	\$ 14,183 EIA-LEP

Technology coordinator (Champ) used an additional prep period to support teachers in technology implementation and AR.	Principal and Intervention Teacher(s)	Tech champion will support teachers in implementing 21st century learning projects.	\$1500 EIA-LEP
Teachers to participate in district sponsored professional development to enhance awareness regarding the CCSS ELA instructional shifts.	Educational Services; Department; Teachers	Learning Thursdays: September - June	No cost to site
Common Planning and Collaboration Time dedicated to designing lesson plans addressing 21 <sup>st</sup> Century skills. Also time to observe teachers utilizing 21 <sup>st</sup> century strategies in other districts	All teachers	Teachers visit other schools to observe 21 <sup>st</sup> century learning environments and projects. RDV teachers also have common/collaboration time to plan their own 21 <sup>st</sup> century lessons	\$3500 EIA/LEP & Title I
Staff Study of <i>Teaching and Assessing 21<sup>st</sup> Century Skills</i>	All Staff Members	Staff engages in a book study of Marzano's <i>Teaching and Assessing 21<sup>st</sup> Century Skills</i>	\$800 Title I

**School Goal #2 (Model 21<sup>st</sup> Century Classrooms)**  
**By June 2014, RDV will be well on its way to becoming a model 21<sup>st</sup> century learning environment, complete with one to one computing devices for all students in ELA and Math classrooms and professional development and collaboration opportunities for all teachers leading to the implementation of Project Based Learning lessons.**

<b><u>What data did you use to form this goal (findings from data analysis)?</u></b>	<b><u>What were the findings from the analysis of this data?</u></b>	<b><u>How will the school evaluate the progress of this goal?</u></b>
This goal was developed as a response to the implementation of the Common Core Standards and the emphasis on 21 <sup>st</sup> century skills.		Data collection and analysis is an on-going process. We will look closely at progress report and trimester grades as well as district (Smarter Balanced Aligned) benchmark scores. Additionally, informal and formal observations and walkthroughs will be utilized to measure our improvement in this effort.

<b>Action/Date Ongoing September-June</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Teachers to participate in district sponsored professional development to enhance awareness regarding the CCSS ELA instructional shifts.	Educational Services; Department; Teachers	Learning Thursdays: September - June	No cost to site

Common Planning and Collaboration Time dedicated to designing lesson plans addressing 21 <sup>st</sup> Century skills. Also time to observe teachers utilizing 21 <sup>st</sup> century strategies in other districts.	All teachers	Teachers visit other schools to observe 21 <sup>st</sup> century learning environments and projects. RDV teachers also have common/collaboration time to plan their own 21 <sup>st</sup> century lessons	\$3500 EIA/LEP & Title I
Staff Study of <i>Teaching and Assessing 21<sup>st</sup> Century Skills</i>	All Staff Members	Staff engages in a book study of Marzano's Teaching and Assessing 21 <sup>st</sup> Century Skills	\$800 Title I
Meetings with feeder schools will be scheduled throughout the year to engage in professional learning and dialogue specific to Collaborative Conversations (strategic release days)			\$2000 EIA/LEP \$500 Donations Account
(August, 2013) Attend AVID training/workshops	AVID coordinators Assistant Principal Counselor AVID teacher(s)	Attend annual AVID conference	8 participants; 2 days stay at hotel; food; mileage; registration \$10,000 EIA & AVID United Way Grant

**Extended Learning Day**

Action/Date Ongoing September-June	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide extended learning opportunities that sustain a focus on ELA instruction through after school program(s).	Principal Teacher(s) Programming Staff	Ongoing September -June Increase the percentage of students attaining proficiency in ELA instruction using an alignment to the lesson design.	\$150,000 21 <sup>st</sup> Century Grant

**Parental Involvement and Outreach**

Action/Date Ongoing September-June	Person(s) Responsible	Task/Date Ongoing September-June	Cost and Funding Source (Itemize for Each Source)
Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.	Principal Assistant Principal Counselor Teachers	Parent activities will be organized in the following areas: 1) Parenting 2) Communication with the school and district 3) Volunteering 4) Learning at Home 5) Decision Making 6) Accessing Community Resources	Refreshments & Guest speakers for principal coffees (4 times per year) Maximum of \$100 per meeting \$2500 EIA/LEP

Employ Student and Family Support Specialist (2)	HR dept. Principal	Welcomes visitors; provides health and wellness support to students and families; provides information about services; assists with general needs; assists with enrollment; data entry for the maintenance of health and wellness records.	\$8,809.99 EIA-LEP
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**School GOAL: Goal 3: Mathematics: By June 2014, the number of students earning D's or F's in math will decline by 20% as measured by their final trimester grades.**

<p><b><u>What data did you use to form this goal (findings from data analysis)?</u></b></p> <p>School Report Card Data 2012 - 2013</p>	<p><b><u>What did the analysis of the data reveal that led you to this goal?</u></b></p>	<p><b><u>What data will be collected to measure student achievement?</u></b></p> <p>We look at the D and F list by student, by teacher, and by content area each grading period (progress report and</p>
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<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Provide zero period intervention for students struggling in math (based on previous grades, CST's, and teacher recommendation	Principal, Asst. Principal, Counselor, Intervention Teachers	Students continuing to struggle in math are enrolled in an early morning intervention class. Before enrolling in the class, administration/counselor met with each student and parent to review course expectations and to garner a commitment among the parties.	\$5000 EIA/LEP
Manga Hi Implementation	Math Teachers	Each student school-wide was given a Manga Hi account so that can receive extra practice in basic math skills	\$1500 EIA/LEP
Teacher walkthroughs and site visits	Math Teachers	Math teachers spend time in each other's classrooms and, as a department, they observed an excellent teacher in another school district	\$600 EIA/LEP
Accelerated Math Implementation	Math Teachers	In addition to Manga Hi, each RDV student has an Accelerated Math account so that teachers can utilize another measure to track student progress on assessment	No cost to site
Teachers to participate in district sponsored professional development to enhance awareness regarding the CCSS ELA instructional shifts.	Educational Services; Department; Teachers	Learning Thursdays: September - June	No cost to site
Common Planning and Collaboration Time dedicated to designing lesson plans addressing 21 <sup>st</sup> Century skills. Also time to observe teachers utilizing 21 <sup>st</sup> century strategies in other districts	All teachers	Teachers visit other schools to observe 21 <sup>st</sup> century learning environments and projects. RDV teachers also have common/collaboration time to plan their own 21 <sup>st</sup> century lessons	\$3500 EIA/LEP & Title I
Staff Study of <i>Teaching and Assessing 21<sup>st</sup> Century Skills</i>	All Staff Members	Staff engages in a book study of Marzano's <i>Teaching and Assessing 21<sup>st</sup> Century Skills</i>	\$800 Title I

**School GOAL 4: ELD**

Meet CELDT requirements for AMAOs 1, 2, and 3 during the 2013 – 2014 school year

<b><u>What data did you use to form this goal (findings from data analysis)?</u></b>		<b><u>What did the analysis of the data reveal that led you to this goal?</u></b>	<b><u>What data will be collected to measure student achievement?</u></b>
ELA California Standards Test (2013) AYP Report (2013) CELDT Scores (2012)  Initial STAR Reading Assessment Data for the 2013 – 2014 School Year		Although our scores indicate an increase in reading achievement and comprehension, our English Learners still have much need for growth and further support.	STAR Reading Assessment Data: Initial, Mid-year, and End of Year administration  Writing Benchmark Data  CELDT Testing scores (2013)
<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Renew Accelerated Reader accounts in September, 2013	Principal and language arts teachers	Additional Accelerated Readers accounts were purchased to ensure that each and every RDV student had access to the program	\$3500 for subscription EIA/LEP
Trained 7 faculty and staff members in AVID methodologies at AVID Summer Institute	Reading Intervention Teacher(s)	RDV sent another strong Site Team to AVID Summer Institute for AVID training. Teachers represented the following departments: ELA, ELD, Math, Social Science, Science, Art, SPED, and PE	\$6000 United Way AVID Grant
Teachers to participate in district sponsored professional development to enhance awareness regarding the CCSS ELA instructional shifts.	Educational Services; ELD Department; Teachers	Learning Thursdays: September - June	No cost to site
ELD Teachers continued professional development with VCOE	ELD Teachers	Four times per school year	No cost to site
Provide zero period intervention for students struggling in ELA (based on previous grades, CST's, and teacher recommendation)	Principal, Asst. Principal, Counselor, Intervention Teachers	Students continuing to struggle in ELA are enrolled in an early morning intervention class. Before enrolling in the class, administration/counselor met with each student and parent to review course expectations and to garner a commitment among the parties.	\$5000 EIA/LEP
Identify struggling readers and provide an intervention program/period targeted to meet their individual literacy needs	Principal, Intervention Teacher, ELD Teachers	Students meet in the intervention groups three times per week to work on reading comprehension and literacy skills	\$5000 EIA/LEP



**School GOAL 5: Safe & Enriching Learning Environment**

All RDV students will be educated in a safe, drug free learning environment that promotes each student’s social and emotional growth through the increase of student clubs, elective classes, athletic teams, and enrichment offerings.

In addition, by June 2014, monthly attendance averages will increase to 98%. Whole class and individual incentives, as well as assistance from the SRO, will be implemented to promote positive attendance.

**What data did you use to form this goal (findings from data analysis)?**

We analyzed our numbers of enrichment opportunities offered to students in prior years. We also looked at the numbers of students involved in the teams, clubs, etc. Lastly, we analyzed our monthly attendance averages from the 2012 – 2013 school year to develop this goal.

- California School Climate Survey
- California Healthy Kids Survey
- 2012/13 attendance evaluation

**What did the analysis of the data reveal that led you to this goal?**

Although we certainly grew our sports program last year, we recognized the need to add additional “B” and “C” teams as well as more sports for our girls to play. We also wanted to diversify our enrichment offerings and therefore added six sections of music/band and additional clubs for students to join on campus.

As for attendance, we recognized that our overall attendance was strong, but that we had a few areas for growth (too many students with 10+ absences)

**What data will be collected to measure student achievement?**

Data collection and analysis is an on-going process. We will examine our enrollment and participation in the music and sports programs. We will also look closely at our club participation and attendance numbers.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(October through May) Provide zero period ELA & Math intervention and content area tutorials	Principal Teacher(s)	Referred students will attend ELA and Math Intervention during zero period three days per week. Content teachers also are having small group tutorials (before and after school) for students needing extra support.	\$10,000 EIA/LEP

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Establish a School Safety Committee/ January 31	Assistant Principal & Counselor	<ul style="list-style-type: none"> <li>▪ September - December 2013: AP/Counselor will identify faculty/staff/parents/students that will be a part of the School Safety Committee.</li> <li>▪ January 15–January 30, 2014: SSC meets to identify major safety issues and review current practices.</li> </ul>	None
August-June Attendance incentives	Principal Assistant Principal Attendance Clerk	Purchase attendance incentives Reward students for perfect attendance- 1 <sup>st</sup> /6 <sup>th</sup> periods	EIA \$500
Stipend – ASB coordinator	Principal Coordinator	Responsible for teaching student leadership classes, directing and calendaring all school site student activity programs, and ensuring the integrity of the financial management of all student body funds.	\$2,100 - EIA
Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.	Principal Assistant Principal Counselor Teachers	Parent activities will be organized in the following areas: 1) Parenting 2) Communication with the school and district 3) Volunteering 4) Learning at Home 5) Decision Making 6) Accessing Community Resources	Refreshments & Guest speakers for principal coffees \$1000 EIA/LEP

## **Form B: Centralized Services for Planned Improvements in Student Performance**

The following actions and related expenditures support this site program goal and will be performed as a centralized service.

- Goal 1: English Language Arts: Develop our RDV Readers' Stamina, Comprehension, and love of Reading: By June 2014, 75% of RDV students will increase their reading levels by at least one grade level and 25% will increase by two grade levels as assessed through the STAR Reading Assessment and Accelerated Reader benchmark assessments.
- Goal 2: Model 21<sup>st</sup> Century Classrooms: By June 2014, RDV will be well on its way to becoming a model 21<sup>st</sup> century learning environment, complete with one to one computing devices for all students in ELA and Math classrooms and professional development and collaboration opportunities for all teachers leading to the implantation of Project Based Learning lessons.
- Goal 3: Mathematics: By June 2014, the number of students earning D's or F's in math will decline by 20% as measured by their final trimester grades.
- Goal 4: ELD: Meet CELDT requirements for AMAOs 1, 2, and 3 during the 2013 – 2014 school year.
- Goal 5: Safe & Enriching Learning Environment: All RDV students will be educated in a safe, drug free learning environment that promotes each student's social and emotional growth through the increase of student clubs, elective classes, athletic teams, and enrichment offerings  
In addition, by June 2014, monthly attendance averages will increase to 98%. Whole class and individual incentives, as well as assistance from the SRP, will be implemented to promote positive attendance.

<p>Actions to be Taken to Reach This Goal<sup>1</sup>            Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</p>	<p>Start Date<sup>2</sup>            Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (itemize for each source)</p>
<p>Research-based instructional strategies, such as Systematic English Language Development, Guided Language Acquisition Development, Common Core State Standards Implementation, STAR Math and My Access</p> <p>Program Administration to include Teacher(s) on Special Assignment, to support professional development to include on site coaching. Data Analyst to support in the data disaggregation and program evaluation. Teacher Extra Time</p> <p>Indirect Costs</p> <p>District Operated Activities</p>	<p>August 2013- June 2014</p> <p>August 2013- June 2014</p> <p>August 2013- June 2014</p> <p>August 2013- June 2014</p>	<p>SELD/GLAD Professional Development            CCSS Implementation            STAR Math Assessments            My Access            Supplemental Writing Program</p> <p>Teacher(s) on Special Assignment, Analyst position(s), Teacher Extra Hours</p> <p>Indirect Costs</p> <p>District Operated Activities</p>	<p>10,418.88            4,969.50            4,623.30</p> <p>11,594.08            5,041.41            12,443.42</p> <p>8,012.00            86.96            4,131.60</p> <p>2,488.64</p>	<p>Title-I            Title-III            EIA</p> <p>Title-I            Title-III            EIA</p> <p>Title-I            Title-III            EIA</p> <p>EIA</p>

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

## Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> <b>California School Age Families Education</b> Purpose: Assist expectant and parenting students to succeed in school	\$
<input checked="" type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$60,567.43
<input checked="" type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$96,750.57
<input type="checkbox"/> <b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> <b>Professional Development Block Grant</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> <b>Pupil Retention Block Grant</b> Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant</b> Purpose: Improve library and other school programs	\$
<input type="checkbox"/> <b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$157,318

<b>Federal Programs</b>		<b>Allocation</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$70,999
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	
<input checked="" type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input checked="" type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$3,314
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$231,631

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>3</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Joanne Davidson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Townsley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Barbetti	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frances Carrizales	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. John Hill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Deborah Antrim	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karina Montoya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Itati Lopez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Regan Anderson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Amy Prado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Veronica Arroyo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	3	3

<sup>3</sup> EC Section 52852

## Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
  - State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - English Learner Advisory Committee \_\_\_\_\_ Signature
  - Special Education Advisory Committee \_\_\_\_\_ Signature
  - Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - Other committees established by the school or district (list) \_\_\_\_\_ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: February 6, 2014

Attested:

Joanne Davidson  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal      Date

Deborah Antrim & Rebecca Barbetti  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson      Date



