

# 2013 Single Plan for Student Achievement

## Rio del Norte Elementary



# The Single Plan for Student Achievement

School: Rio del Norte Elementary School

District: Rio School District

County-District School (CDS) Code: 5672561-6119242

Principal: Jake Waltrip

Date of this revision: December 5, 2013

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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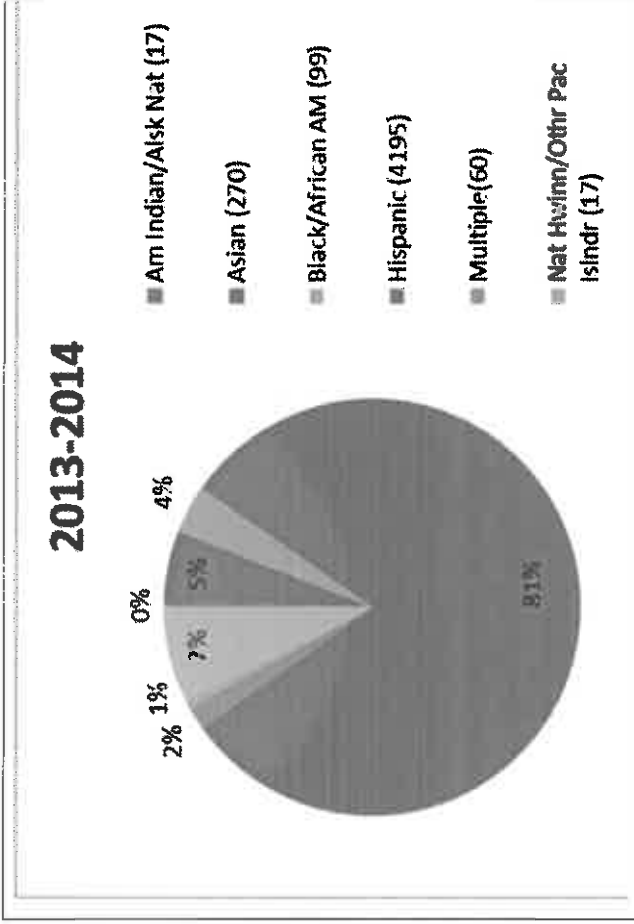
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## District Profile

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. 48% of RSD students are identified as English Language Learners (ELLs), 93% of whom speak Spanish as their primary language.

During the 2013-14 school year, RSD identified students with IEPs in 8 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.

## ***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 crafted 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***

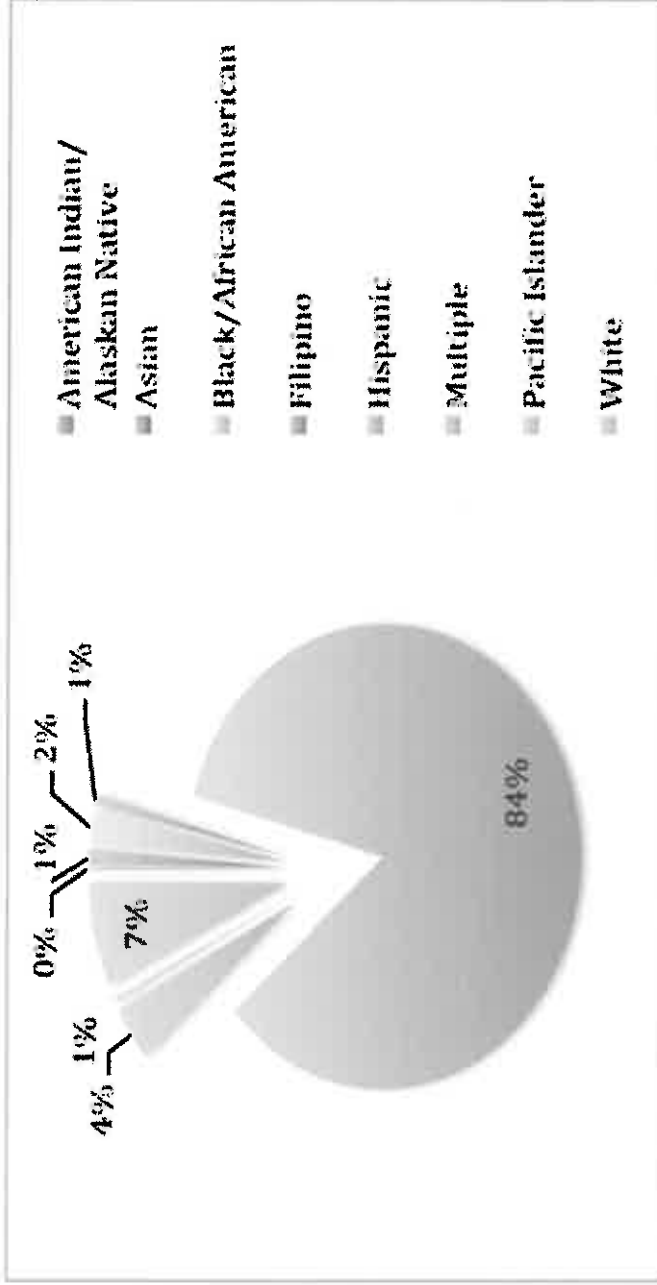
The action steps in this Plan were developed to ensure that all students make significant academic progress, and all teachers are provided with the professional development, tools, and resources needed to provide and facilitate exceptional instruction. The following achievement goals are consistent with 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 Norte Elementary School Profile

The mission of the Rio School District and Rio del Norte Elementary is to educate learners for the 21<sup>st</sup> century.

Approximately 560 students attend Rio del Norte Elementary. The ethnic distribution of the school is diverse, as represented in the chart below. CST results from 2012-2013 reflect a socio-economically disadvantaged population in Grades 2-5 of 82%. All students receive free breakfast and lunch due to the high number of socio-economically disadvantaged population.



Over 20 languages are represented in the district. Approximately 38% of Rio del Norte students are identified as English Language Learners (ELLs), 96% of whom speak Spanish as their primary language. During the 2013-14 school year, Rio del Norte identified students with IEPs in 8 categories of primary disability. “Specific Learning Disability” and “Speech and Language” were the predominant disabilities reported.

One hundred percent of Rio del Norte Elementary School teachers meet the NCLB highly qualified criterion.

The school average class size in K-5 is 27.

## **Needs Assessment Process**

As part of our professional practice at Rio del Norte, California Standards Test data has been reviewed in detail. In particular, a detailed analysis of content cluster performance has been reviewed by our stakeholders. Overall reading performance, as measured by California Standards Test results, indicate that improvement in the area of Language Arts and Mathematics needs improvement.

The principal, teacher leaders, School Site Council members, and English Language Advisory Council members reviewed Adequate Yearly Progress and Academic Performance Index data. Based upon achievement trends, we have done the following:

- Established a teacher leadership team
- Established a School Site Council
- Developed a professional development strategy
- Analyzed achievement trends
- Enhanced the use of technology
- Developed a series of interventions designed to help struggling learners

## **Needs and Data Analysis of Data**

As the Adequate Yearly Progress requirements continue to increase, it is clear that a number of subgroups have had difficulty making adequate growth. While some subgroups have shown growth, it has not been enough to satisfy the requirements of Safe Harbor, as evidenced by the tables below. Some groups have shown growth from 2012 to 2013. School-wide achievement increased slightly in English Language Arts. The Hispanic or Latino subgroup also saw growth in English Language Arts and Mathematics from 2012 to 2013. English Learners saw the most significant decrease in English Language Arts and Mathematics.

## Adequate Yearly Progress (AYP)

### English Language Arts

District-wide and Subgroups	2009-10 (Target = 56.8%)		2010-11 (Target = 67.6%)		2011-12 (Target = 78.4%)		2012-13 (Target = 89.5%)	
	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP
School-wide	44.0%	NO	46.3%	NO	36.8%	NO	37.0%	NO
Black or African American*	27.3%	--	42.9%	--	27.3%	--	27.3%	--
Hispanic or Latino	38.5%	NO	43.7%	YES	34.3%	NO	36.5%	NO
White*	66.0%	YES	54.8%	--	61.3%	--	55.6%	--
Socioeconomically Disadvantaged	34.4%	NO	38.8%	YES	34.5%	NO	33.1%	NO
English Learners	27.1%	YES	37.8%	YES	35.7%	NO	26.2%	NO
Students with Disabilities	40.9%	--	25.0%	--	9.8%	--	11.6%	--

**Key: Green: Met**    **Yellow: Met through alternative means**    **Red: Did not meet**    **Blue: No data available**  
 \* Not a numerically significant subgroup



## Adequate Yearly Progress (AYP)

### Mathematics

District-wide and Subgroups	2009-10 (Target = 58%)		2010-11 (Target = 68.5%)		2011-12 (Target = 79%)		2012-13 (Target = 89.5%)	
	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP	Adv / Prof %	Met AYP
School-wide	54.7%	YES	56.0%	NO	42.4%	NO	42.1%	NO
Black or African American*	27.3%	--	64.3%	--	54.5%	--	18.2%	--
Hispanic or Latino	51.0%	YES	54.3%	YES	39.6%	NO	40.4%	NO
White*	67.9%	YES	53.5%	--	60.0%	--	63.0%	--
Socioeconomically Disadvantaged	47.4%	YES	51.0%	YES	39.5%	NO	39.2%	NO
English Learners	47.1%	YES	48.4%	YES	38.5%	NO	34.9%	NO
Students with Disabilities	19.2%	--	17.8%	--	7.3%	--	16.3%	--

**Key: Green: Met    Yellow: Met through alternative means    Red: Did not meet    Blue: No data available**

\* Not a numerically significant subgroup

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

	2011	2012	2013
<b>Rio del Norte Elementary School</b>	<b>753</b>	<b>717</b>	<b>710</b>
<b>Subgroups</b>			
Black or African American	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	742	704	699
White	*	*	*
Socioeconomically Disadvantaged	719	698	696
English Learners	710	699	661
Students with Disabilities	*	*	*

\* Not a numerically sufficient subgroup size

### AMAO 1: Annual Progress Learning English

2010-2011			2011-2012			2012-2013		
<b>54.6%</b>			<b>56%</b>			<b>57.6%</b>		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
153	83	53%	157	108	68.8%	160	68	41.3%

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

2010-2011			2011-2012			2012-2013		
<b>18.7%</b>			<b>20.1%</b>			<b>21.4%</b>		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
32	13	40.6%	22	---	---	29	---	---

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

2010-2011			2011-2012			2012-2013		
<b>43.2%</b>			<b>45.1%</b>			<b>47%</b>		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
184	37	20.5%	186	37	24.5%	192	26	13.5%

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

Rio del Norte  
Content Clusters  
**AREAS THAT INDICATE AREAS OF FURTHER ANALYSIS**  
2013 STAR California Standards Tests

LANGUAGE ARTS		Grade 2	Grade 3	Grade 4	Grade 5
68% Literary Response and Analysis	*6 questions	60% Word Analysis And Vocabulary Development	76% Word Analysis And Vocabulary Development	65% Written Conventions	
57% Word Analysis and Vocabulary Development	*22 questions	66% Literary Response and Analysis	68% Written Conventions	*17 questions	
55% Written Conventions	*14 questions	61% Reading Comprehension	*18 questions Literary Response	61% Word Analysis and Vocabulary Development	
57% Reading Comprehensions	*15 questions	53% Written Conventions	*9 questions Reading Comprehension	*14 questions Literary Response	
43% Writing Strategies	*15 questions	*13 questions Writing Strategies	59% Reading Comprehension	57% Literary Response	
*8 questions	*8 questions	*9 questions	*15 questions	*12 questions	
				58% Writing Strategies	
				*16 questions	
				53% Reading Comprehension	
				*16 questions	

Rio del Norte  
Content Clusters  
AREAS OF FURTHER ANALYSIS  
Fall 2013 STAR California Standards Tests

<b>MATHEMATICS</b>		<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
68%	Statistics, Data Analysis and Probability	84%	Statistics, Data Analysis and Probability	76%	69%
*7 questions		*5 questions		*18 questions	*4 questions
65%	Algebra and Functions	77%	Measurement and Geometry	73%	57%
*6 questions		*16 questions		*17 questions	Algebra and Functions
65%	Measurement and Geometry	74%	Place Value, Fractions and Decimals	70%	52%
*14 questions		*16 questions		*14 questions	Operations with Fractions and Decimals
68%	Place Value, Addition and Subtraction	72%	Algebra and Functions	69%	50%
*15 questions		*12 questions		*4 questions	Estimation
64%	Multiplication, Division and Fractions	71%	Addition, Subtraction and Multiplication	58%	48%
*23 questions		*16 questions		*12 questions	Measurement and Geometry
				*12 questions	*15 questions

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

### **Strengths:**

- Rio del Norte established a collaborative system to carry out district and site initiatives. The site leadership team, comprised of grade level teacher leaders, supported initiative implementation.
- Professional learning was a strong focus. Much of this was developed on Learning Thursdays, but certainly was evident throughout each week.
- The Intervention Progress Team monitored and supported student learning and outcomes.
- Differentiated learning occurred on many levels. Students with IEP and 504 plans were provided specialized instruction and/or accommodations. Teachers accommodated differing learning styles and abilities in daily lessons.
- Kindergarten classes received one hour of extra support on a daily basis from a credentialed hourly teacher. This allowed for individualized instruction and small group targeted instruction to occur on a daily basis.
- Technology has been embraced. Students and teachers rapidly acquired skills. The fourth grade students and teachers made great strides in having technology become ubiquitous in classrooms.
- The percentage of students reaching proficiency in math and language arts increased at some grade levels.
- The Student Council members took on a leadership role in the school.
- Peace Coaches supported fellow students through the guidance of the school counselor.

### **Needs:**

- A number of subgroups did not make adequate growth in attaining proficiency in ELA or math.
- An analysis of CST cluster scores indicated that Writing Strategies and Reading Comprehension were of high need.
- The number of students reading at high volume of books outside of the core curriculum is noted as an area of need.
- English Learners saw the greatest decrease in Academic Performance Index scores.

## **School Goals**

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

- Goal 1: All students will, on average, improve reading performance and make at least one grade level equivalent year of growth as measured by the STAR test (Renaissance Learning).
- Goal 2: 80% of all students will earn at least an average of 2.0 (progressing toward the standard) on the trimester 3 reports card (average of sub-scores on each math standard included on the report cards).
- Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

### **Research Base Used in the Development of this Plan**

Common Core State Standards documents, including the ELA and Math Content Standards.

Susan Dutro, Co-founder and CEO of E.L. Achieve; A Focused Approach to Systematic ELD.

Accelerated Reader data and Renaissance Learning STAR data. This data can be used to monitor progress and provide feedback to students, parents, and teachers.

### 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:

**LEA 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.**

**SCHOOL GOAL: #1 All students will, on average, improve reading performance and make at least one grade level equivalent year of growth as measured by the STAR test (Renaissance Learning).**

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CST, API, AYP, Accelerated Reader STAR reports	API scores decreased by 6 points from 2012 to 2013 Analysis of content cluster scores on the ELA CSTs showed a need in the area of reading comprehension across grade levels	Monthly Accelerate Reader reports STAR reading reports 3 times yearly Benchmark assessment results

**STRATEGY: Implement Accelerated Reader program, provide site-based professional development that promotes student comprehension. Provide intervention support for struggling students in K-3 during the school day. Provide after school tutoring to support struggling students after school. These strategies will target SED students, ELs, and SWD.**





<p>2. Review API and AYP results. Develop action plan. (August 30, 2013)</p>	<p>Principal, teacher leaders</p>	<p>Pay teacher leaders from each grade level to analyze achievement data and develop school goals aligned with Common Core State Standards</p>	<p>\$2000 - EIA</p>
<p>3. Provide professional development surrounding Accelerated Reader, Technology, and My Access (August 30, 2013)</p>	<p>Principal and participating teachers</p>	<p>Attend Computer Using Educators conference and Renaissance Learning conferences. Provide professional development and implementation support of key strategies to all staff.</p>	<p>\$5000 - EIA</p>
<p>4. Hire and train hourly teachers to provide intervention and support to K-3 students (October 31, 2013)</p>	<p>Hourly teachers, principal, trainers (teacher trainers)</p>	<p>Provide professional development to support the effective delivery of ELA interventions to hourly teachers (pay site teachers). Provide intervention support to K-3 students during the school day  K-5 teachers developed and provided training to hourly teachers to ensure use of instructional routines and use progress monitoring protocols. This professional development is an essential component that enables hourly teacher to provide an effective intervention program designed to support SED and EL students.</p>	<p>\$26000 EIA (~\$35 per hour X 5.5 hours daily X 135 days)  \$1000 EIA</p>

<p>5. Purchase intervention materials (November 30, 2013)</p>	<p>Principal</p>	<p>Purchase intervention materials and supplies</p>	<p>\$1500 EIA</p>
<p>6. Purchase reading/math software (2013-14 school year)</p>	<p>Principal, teacher leaders</p>	<p>Research and purchase learning software/hardware to support SED and EL students.</p>	<p>\$3000 EIA \$3000 Title I</p>
<p>7. Provide after school tutoring for students (target is 4<sup>th</sup> and 5<sup>th</sup> grade students) (2013-14 school year)</p>	<p>Principal, teacher tutors</p>	<p>Teacher salary, materials, and supplies. Teachers will develop progress monitoring tools, design curriculum, and provide support to SED and EL students.</p>	<p>\$6236 EIA \$3000 Title I</p>
<p>8. Purchase/replace hardware or software on teacher and student devices. Provide technology support to students and teachers</p>	<p>Tech. Champion, principal</p>	<p>Purchase printers, replace projectors, document cameras, etc. Provide training to all staff and additional training to teachers to support integration of technology, lesson design, administration of Common Core State Standards in the classroom to support the schools' 1:1 device program in grades 3-5.</p>	<p>\$5000 EIA \$5000 Title I</p>

<p>9. Provide professional development, including demonstration lessons</p>	<p>Principal, teacher leaders</p>	<p>Purchase materials for teachers to implement Visible Thinking Routines that are aligned with site professional development trainings and Common Core State Standards</p>	<p>\$1000 EIA</p>
<p>10. Provide incentives for students and teachers for meeting reading goals</p>	<p>Principal, librarian</p>	<p>Pay for release time for teacher to observe demonstration lessons</p> <p>Purchase incentives such as T-shirts, pencils, etc.</p>	<p>\$3000 Title I</p> <p>\$1000 EIA</p> <p>\$1390 Title I</p>
<p>11. Library tech.</p>	<p>Librarian</p>	<p>Ensure access to the library and support Accelerated Reader program</p>	<p>\$6000 EIA</p>
<p>12. Hire and train an hourly teacher to provide support for the English Language Development program (October 31, 2013)</p>	<p>Principal, hourly teacher, teacher leaders</p>	<p>Pay for planning and training of hourly teacher. The hourly teacher will work with English Only students in order to reduce the number of students in ELD groups and reduce the number of proficiency levels taught in ELD groups</p>	<p>\$26,000 EIA (~\$35 per hour X 5.5 hours daily X 135 days)</p>

<p>13. Provide ongoing professional development (2013-14 school year)</p>	<p>Principal, staff, RSD</p>	<p>Provide ongoing training and materials. Provide refresher training and systematize protocols and processes for the use of language proficiency assessments, to include CELDT and ADEPT for the purpose of placement into and exit from ELD programs and to inform daily instruction.</p>	<p>\$1000 EIA Included in site professional development costs</p>
<p>14. ELD Addendum (2013-14 school year)</p>	<p>Principal, staff</p>	<p>Continue to implement ELD report card addendum for English Learners in grades K-5.</p>	<p>No cost</p>
<p>15. Hold parent involvement/outreach events (2013-14 school year)</p>	<p>Principal, staff, counselor</p>	<p>Hold parent nights that include Family Math Night, Game Night and provide refreshments and door prizes</p>	<p>\$1480 Title III \$3554 Title I</p>
<p>16. (2013-14 school year)</p>	<p>Principal, After School Liaisons, after school program staff</p>	<p>To increase the percentage of SED, SWD &amp; EL students making progress in attaining mathematical proficiency, extended learning time will align instruction using ELA lesson design (ie language objective, sentence frames, targeted vocabulary and structured academic discussions)</p>	<p>ASES</p>

### 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:

**LEA GOAL:** The district will meet annual AYP requirements for Mathematics during the 2013-14 school year, both district wide and for all significant subgroups.

**SCHOOL GOAL:** #2 80% of all students will earn at least an average of 2.0 (progressing toward the standard) on the trimester 3 reports card (average of sub-scores on each math standard included on the report cards)

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CST, API, & AYP	<p>API scores decreased by 6 points from 2012 to 2013</p> <p>AYP scores decreased for 2<sup>nd</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> grade</p>	<p>Trimester benchmark exams</p> <p>Beginning of year assessments</p> <p>End of Year Assessments</p> <p>Report cards</p>

**STRATEGY:** Ensure math instruction is differentiated within heterogeneous groupings for core instruction. Analyze benchmark and formative assessment results to adjust instruction

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Common Core Implementation (2013-14 school year )</p>	<p>Principal and teachers</p>	<p>Provide the opportunity for teachers to attend professional development trainings at the county level and beyond that support Common Core implementation</p> <p>Attend K-5 Level 2 CCSS Mathematics Progressions training to learn about Content Standards development, focusing on the domains related to number and operations.</p> <p>Provide professional development for all teachers focused on strategies and implementation of Mathematical Practice Standards and Learning about the development of the Mathematical Content Standards.</p> <p>NOTE: "Progressions" refers to the coherent development of concepts and operations (including word problem types, quantities, representations, strategies, and algorithms) across grades and domains.</p> <p>Begin to investigate and process the development of the CCSS Math Content Standards, with a focus on the domains: Grades K-5 - Counting and Cardinality (CC), Operations and Algebraic Thinking (OA), Number and Operations in Base Ten (NBT); Grade 6 - 8 Number Systems (NS), Ratios and Proportional Relationships (RP) and Expressions and Equations (EE).</p>	<p>\$2000 Title I</p> <p>Provided by RSD</p> <p>Provided by RSD</p> <p>Provided by RSD</p>

<p>2. Analyze report card scores and benchmark data (August, 2014)</p>	<p>Principal, staff</p>	<p>Teacher leaders will analyze trimester 3 report card results by grade level and school-wide to determine whether or not SCHOOL GOAL #3 was met and determine growth areas</p>	<p>\$2000 Title I</p>
<p>3. (2013-14 school year)</p>	<p>Principal, staff</p>	<p>See #5 and #7 sub-goals for SCHOOL GOAL #1</p>	<p>Included in costs in SCHOOL GOAL #1</p>
<p>4. Integration of technology (2013-14 school year)</p>	<p>Principal, staff</p>		<p>\$2000 EIA \$2000 Title I</p>
<p>5. After school tutoring</p>	<p>Principal, staff, counselor, PTA</p>	<p>Teacher salary, materials, and supplies. Teachers will develop progress monitoring tools, design curriculum, and provide support to SED and EL students.</p>	<p>See sub-goal #14 in SCHOOL GOAL #1</p>
<p>6. Hold parent involvement/out-reach events</p>	<p>Principal, After School Liaisons, after school program staff</p>	<p>Hold parent nights that include Family Math Night, Game Night and provide refreshments and door prizes</p>	<p>ASES</p>
<p>7. (2013-14 school year)</p>		<p>To increase the percentage of SED, SWD &amp; EL students making progress in attaining mathematical proficiency, extended learning time will align instruction using mathematics lesson design (ie language objective, sentence frames, targeted vocabulary and structured academic discussions)</p>	



**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:

**LEA GOAL: Goals 1-6**

**SCHOOL GOAL: #3 All students will be educated in learning environments that are safe, drug-free, and conducive to learning**

<p>What data did you use to form this goal?</p> <p>California Healthy Kids Survey</p>	<p>What were the findings from the analysis of this data?</p> <p>6% of students reported that they never feel safe at school</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Survey results</p>
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**STRATEGY: Ensure that students have access to counseling supports and that students are rewarded for positive behavior. Ensure that the safety plan is reviewed with staff and that drill are held regularly**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Focus on Peacebuilder principles (2013-14 school year)	Principal, counselor, teachers	Hold six Peacebuilder assemblies and provide rewards Purchase praise notes and other Peacebuilder materials Provide release time for counselor and teacher leaders to develop our Peacebuilder implementation	\$100 EIA \$100 Title I \$100 EIA \$100 Title I \$300 EIA
2. Revise the school safety plan (2013-14 school year)	Principal, teacher	Revise the safety plan and provide release time for safety lead teacher to revise the plan	\$300 EIA
3. Hold parent involvement/outreach events (2013-14 school year)	Principal, teachers, counselor, PTA	Hold parent nights that include Family Math Night, Game Night and provide refreshments and door prizes	See sub-goal #14 in SCHOOL GOAL #1
4. Attendance incentives (2013-14 school year)	Principal, counselor	Provide incentives for classes and students with excellent attendance	\$1000 Title I \$11,400 Title I \$27,500 EIA

<p>5. Counselor support for groups and individual students (2013-14 school year)</p> <p>6. Student and Family Support Specialist (2013-14 school year)</p>	<p>Counselor</p> <p>Student &amp; Family Support Specialist</p>	<p>Provide counseling support for groups of students, individual students and for families</p> <p>Provide family support with paperwork and translations</p>	<p>\$4500 EIA</p>
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## 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. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

**Goal 1: English Language Arts.** For the 2013-2014 school year all students will demonstrate growth in reading as measured by benchmark assessments, Accelerated Reader, STAR Enterprise and CELDT scores. The intervention progress monitoring process will be utilized to refer students who need academic support through tiered intervention. The school will increase activities involving critical thinking, communication, creativity and collaboration as evidenced in student work involving the use of technology and through classroom observations.

**Goal 2: Mathematics –** All students including English language learners will increase proficiency levels in mathematics as measured by district benchmarks. Technology and project based learning strategies will be used to support students on the development of concepts and procedures, problem solving, communicating, reasoning, modeling and data analysis.

**Goal 3:** All students who are English Learners will increase their achievement level on the California English Learner Development Test by at least 1 level. By June 2014, at least 21.4% of English learners in US schools for less than 5 years will attain English proficiency as measured by the CELDT (AMAO2). By June 2014, at least 21.4% of English learners in US schools for more than 5 years will attain English proficiency as measured by the CELDT (AMAO2).

**Goal 4:** The students at Rio Real will feel safe, connected to school and attend school in an orderly environment as measured by a .5% increase in attendance rates from 96.5% to 97%.

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Research-based instructional strategies, such as Systematic English Language Development, Guided Language Acquisition Development, Common Core State Standards Implementation, STAR Math and My Access	August 2013-June 2014	SELD/GLAD Professional Development CCSS Implementation STAR Math Assessments My Access Supplemental Writing Program	9,116.52 10,610.00 4,203.00	Title-I Title-III EIA
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	August 2013-June 2014	Teacher(s) on Special Assignment, Analyst position(s), Teacher Extra Hours	10,144.82 4,956.50 11,312.20	Title-I Title-III EIA

<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.

Indirect Costs	August 2013-June 2014	Indirect Costs	7,010.50 85.00 3,756.00	Title-I Title-III EIA
District Operated Activities	August 2013-June 2014	District Operated Activities	2,262.40	EIA

## 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
<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	\$39,922
<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	\$74,142
<b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$
<b>Professional Development Block Grant</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<b>Pupil Retention Block Grant</b> Purpose: Prevent students from dropping out of school	\$
<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	\$
<b>School and Library Improvement Program Block Grant</b> Purpose: Improve library and other school programs	\$
<b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$
<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$
<b>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])</b>	\$

Total amount of state categorical funds allocated to this school		\$
<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)		\$35,544
<input checked="" 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).	\$1,000	
<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)	\$3,554	
<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		\$1,480
<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<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		\$
Other federal funds (list and describe)		\$
Other federal funds (list and describe)		\$
Other federal funds (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		\$155,642

## 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>2</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Jake Waltrip	<input checked="" type="checkbox"/>			
William Almstrom		<input checked="" type="checkbox"/>		
Larry Kelman		<input checked="" type="checkbox"/>		
Elise Legaspi		<input checked="" type="checkbox"/>		
Stephanie Almstrom			<input checked="" type="checkbox"/>	
Linda Aguilar (Chairperson)				<input checked="" type="checkbox"/>
Glenn Hoppe				<input checked="" type="checkbox"/>
Gina Pitones				<input checked="" type="checkbox"/>
Delilah Strother				<input checked="" type="checkbox"/>
Gustavo Licea				<input checked="" type="checkbox"/>
Numbers of members in each category	1	3	1	5

<sup>2</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]* 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

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: 12/5/13.

Attested:

\_\_\_\_\_  
Jake Waltrip

*[Signature]*  
Linda Aguilar

*[Signature]*  
Signature of School Principal

*[Signature]*  
Signature of SSC Chairperson

12-5-13  
Date

12/5/13  
Date