

2013 Single Plan for Student Achievement

Rio Real Elementary School



The Single Plan for Student Achievement

School: Rio Real Elementary School

District: Rio School District

County-District School (CDS) Code: 5672561-6055529

Principal: Dr. Maria M. Hernandez

Date of this revision: December 16, 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:

Contact Person: Dr. Maria M. Hernandez

Position: Principal

Telephone Number: (805) 485-3117

Address: 1140 Kenney Street, Oxnard CA 93036

E-mail Address: mhernandez@rioschools.org

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

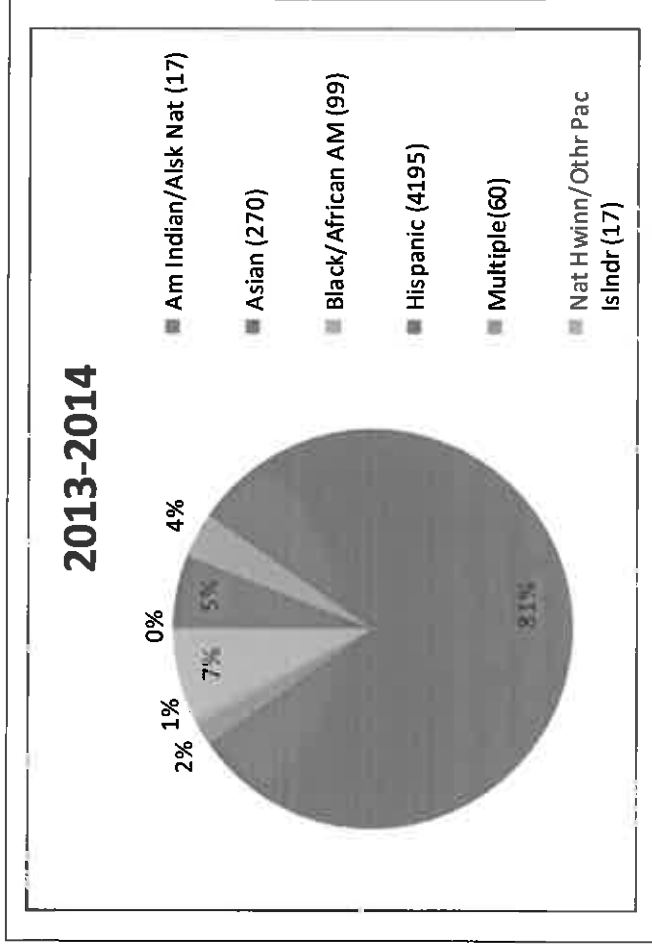
Table of Contents

| | |
|--|----------|
| Single Plan for Student Achievement | 1 |
| District Profile | 3 |
| District Needs Assessment | 4 |
| School Profile | 5-14 |
| • Needs Assessment | |
| • Data Analysis | |
| • Goals and Strategies | |
| Planned Improvements in Student Performance | |
| Form A | 15-22 |
| Form A (Non-Academic Goal) | 22-24 |
| Form B: Centralized Services for Planned Improvements in Student Performance | 25-26 |
| Form C: Programs Included in This Plan | 27-28 |
| Form D: School Site Council Membership | 29 |
| Form E: Recommendations and Assurance | 30 |

District Profile

The mission of the Rio School District (RSD) is to educate learners for the 21st 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 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.

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 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

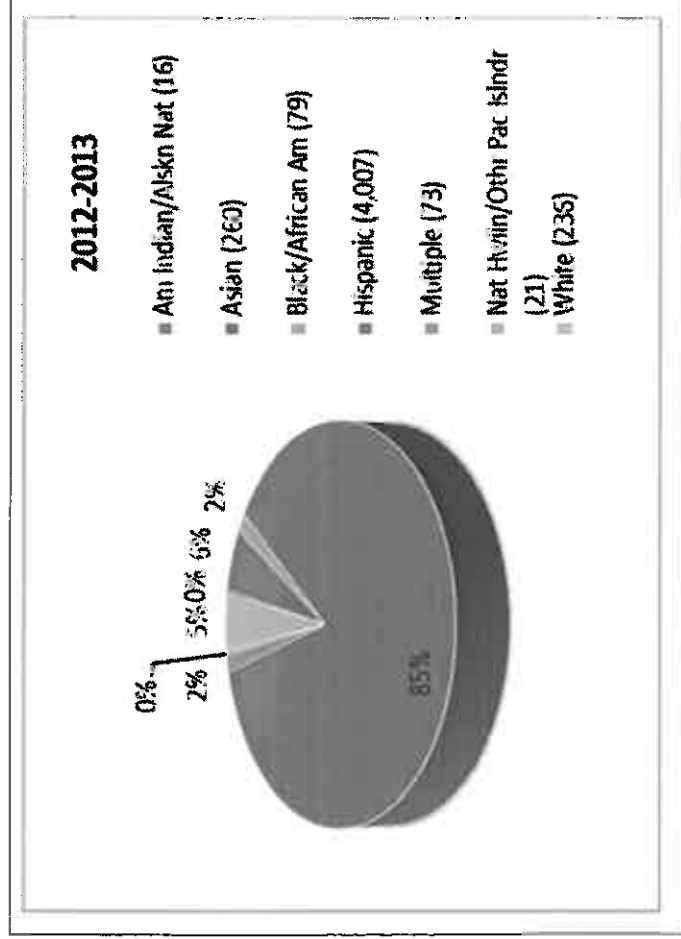
The action steps in this Plan were developed to ensure that all students make significant academic progress, and all teachers are provided with the professional development, tools, and resources needed to provide and facilitate exceptional instruction. The following achievement goals are consistent with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

School Profile

The mission of Rio Real is to prepare students with the skills necessary to participate in a 21st century global society.

Rio Real has 760 students in kindergarten through sixth grade. Hispanic students make up the majority of students comprising 97% of the student population. White students make up 2% of the student body and Asian/Chinese, Black/African America, Filipino and Samoan/Guamanian combined, make up less than 1% of student groups. CST results from 2013 reflect a socio-economically disadvantaged population in Grades 2-5 of 65%, with 100% of students in grades K-6th receiving free lunches. Rio Real receives Title I funding.



There are 4 languages represented in the student population at Rio Real. English Language Learners (ELLs) make up 85% of the student population. Students whose primary language is Spanish are the largest group and make up 79% of language learners. Students who speak Mixteco are the second largest, and comprise 5% of all language learners. One student at Rio Real speaks Hebrew as a primary language. Students whose native language is English comprise 16% of the student population.

During the 2012-13 school year, Rio Real identified 45 students with IEPs in 4 categories of primary disability. "Specific Learning Disability" and "Speech and Language" were the predominant disabilities reported.

One hundred percent of Rio Real teachers meet the NCLB highly qualified criterion. Of the 26 teachers at the school, 38% hold Master's Degrees, and another 96% have attained a Baccalaureate Degree plus 30 units of higher education credit.

The average class size at Rio Real in K-6 is 29.

Needs Assessment Process

Rio Real conducted a review of the 2013 California Standards Test, benchmark data and teacher created assessments, but perhaps more importantly, analyzed the demands of the Common Core State Standards and the school's current capacity to effectively transition to the new standards. The goal of going through the process was to reflect on current instructional practices and continue with tiered intervention, as well as increase understanding around the instructional shifts toward the Common Core State Standards, grade level expectations, and shifts in practice that will be necessary to provide ALL students access to a course of study involving depth of knowledge.

In recent years, Rio Real has participated in 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. Rio Real worked with grade level teacher teams 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).

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) – School-wide by Subgroup

| | 2011 | 2012 | 2013 |
|--|------------|------------|------------|
| Rio Real Elementary School | 657 | 693 | 670 |
| Subgroups | | | |
| Black or African American | * | * | * |
| Asian | * | * | * |
| Filipino | * | * | * |
| Hispanic or Latino | 653 | 683 | 659 |
| White | * | * | * |
| Socioeconomically Disadvantaged | 657 | 693 | 671 |
| English Learners | 650 | 683 | 659 |
| Students with Disabilities | * | * | * |

* Not a numerically sufficient subgroup size

The school has shown an increase in the percent of English Learners who have gained proficiency in the English Language (as shown in the AMAO 1 and 2 ≥ 5 years tables below.

AMAO 1: Annual Progress Learning English

| 2010-2011 | | 2011-2012 | | 2012-2013 | |
|--------------|-----------------|--------------|-----------------|------------|-----------------|
| 53.1% | | 54.6% | | 56% | |
| # Tested | % Making Growth | # Tested | % Making Growth | # Tested | % Making Growth |
| 365 | 38.8% | 383 | 56.9% | 426 | 51.6% |
| | 141 | 218 | | 220 | |

AMAO 2 < 5 years: Progress attaining English Language Proficiency

| 2010-2011 | | 2011-2012 | | 2012-2013 | |
|--------------|-----------------|--------------|-----------------|--------------|-----------------|
| 17.4% | | 18.7% | | 20.1% | |
| # Tested | % Making Growth | # Tested | % Making Growth | # Tested | % Making Growth |
| 442 | 9.5% | 453 | 12.1% | 467 | 14.3% |
| | 40 | 55 | | 53 | |

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

| 2010-2011 | | 2011-2012 | | 2012-2013 | |
|--------------|-----------------|--------------|-----------------|--------------|-----------------|
| 41.3% | | 43.2% | | 45.1% | |
| # Tested | % Making Growth | # Tested | % Making Growth | # Tested | % Making Growth |
| 41 | 31.7% | 45 | 33.3% | 71 | 42.3% |
| | 13 | 15 | | 30 | |

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

AMAO 3 data reflects a slight decrease in the English Language Learners (ELL) subgroup in English Language Arts and a 3.3% decrease in Mathematics as compared to 2011 scores. The ELL subgroup has not achieved the AYP proficiency target of 78.4% in ELA and 79% in Mathematics.

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

| | 2010-2011 | | | | 2011-2012 | | | | 2012-2013 | | | |
|----------|------------|-----------------|-----------------|----------|-----------------|-----------------|----------|-----------------|-----------------|----------|-----------------|-----------------|
| | 67% | | | | 78.4% | | | | 79% | | | |
| | # Tested | # Making Growth | % Making Growth | # Tested | # Making Growth | % Making Growth | # Tested | # Making Growth | % Making Growth | # Tested | # Making Growth | % Making Growth |
| District | 1656 | 456 | 27.5% | 1734 | 559 | 32.2% | 1854 | 484 | 26.1% | 1854 | 484 | 26.1% |
| Rio Real | 288 | 56 | 19.4% | 313 | 82 | 26.2% | 341 | 80 | 23.5% | 341 | 80 | 23.5% |

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 | | | |
|----------|--------------|-----------------|-----------------|----------|-----------------|-----------------|----------|-----------------|-----------------|----------|-----------------|-----------------|
| | 68.5% | | | | 79% | | | | 89.5% | | | |
| | # Tested | # Making Growth | % Making Growth | # Tested | # Making Growth | % Making Growth | # Tested | # Making Growth | % Making Growth | # Tested | # Making Growth | % Making Growth |
| District | 1654 | 618 | 37.4% | 1734 | 687 | 39.6% | 1774 | 680 | 38.3% | 1774 | 680 | 38.3% |
| Rio Real | 288 | 111 | 38.5% | 313 | 149 | 47.6% | 341 | 144 | 42.2% | 341 | 144 | 42.2% |

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

PATTERNS THAT INDICATE AREAS OF FURTHER ANALYSIS
 2012 / 2013 Comparison STAR California Standards Tests

English Language Arts

| Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---|--|---|
| 55% (48%) Literary Response and Analysis | 64% (51%) Literary Response and Analysis | 61% (60%) Word Analysis And Vocabulary Development | 64% (58%) Written Conventions |
| *6 questions | *8 questions | *18 questions | *17 questions |
| 52% (55%) Word Analysis and Vocabulary Development | 59 (57%) Word Analysis And Vocabulary Development | 57 (55%) Written Conventions | 57 (54%) Word Analysis and Vocabulary Development |
| *22 questions | *20 questions | *18 questions | *14 questions |
| 46 (52%) Written Conventions | 56 (50%) Reading Comprehension | 51 (45%) Literary Response | 56 (53%) Writing Strategies |
| *14 questions | *15 questions | *9 questions | *16 questions |
| 41 (45%) Reading Comprehensions | 51 (51%) Written Conventions | 46 (46%) Writing Strategies | 55 (53%) Literary Response |
| *15 questions | *13 questions | *15 questions | *12 questions |
| 38 (43%) Writing Strategies | 48 (46%) Writing Strategies | 45 (51%) Reading Comprehension | 50 (56%) Reading Comprehension |
| *8 questions | *9 questions | *15 questions | *16 questions |

Mathematics

| Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|--|---|--|
| 68% (58%) Statistics, Data Analysis and Probability | 77% (81%) Statistics, Data Analysis and Probability | 71% (79%) Operations and Factoring | 69% (68%) Statistics, Data Analysis and Probability |
| *7 questions | *5 questions | *14 questions | *4 questions |
| 63% (70) Measurement and Geometry | 74% (72%) Measurement and Geometry | 71% (76%) Algebra and Functions | 63% (59%) Algebra and Functions |
| *14 questions | *16 questions | *18 questions | *17 questions |
| 62% (60) Place Value, Addition and Subtraction | 68% (65%) Addition, Subtraction and Multiplication | 68% (76%) Decimals, Fractions and Negative Numbers | 58% (58%) Operations with Fractions and Decimals |
| *15 questions | *16 questions | *17 questions | *17 questions |
| 61% (60) Algebra and Functions | 68% (67%) Place Value, Fractions and Decimals | 68% (67%) Statistics, Data Analysis | 56% (58%) Estimation |
| *6 questions | *16 questions | *4 questions | *12 questions |
| 58% (63) Multiplication, Division and Fractions | 66% (74%) Algebra and Functions | 60% (65%) Measurement and Geometry | 55% (49%) Measurement and Geometry |
| *23 questions | *12 questions | *12 questions | *15 questions |

School 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 data which supports the need for improvement according to Adequate Yearly Progress (AYP) requirements.

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%.

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:

LEA GOAL: 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 EL's and SWD.

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.

SCHOOL 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.

What data did you use to form this goal?

Results from 2012 CST, API, AYP, District Benchmarks, Star Enterprise Data, Accelerated Reader data

What were the findings from the analysis of this data?

CST and Benchmark assessment data was analyzed to determine where in the proficiency bands each student fell last year. Reading comprehension AR and Star Enterprise data was analyzed to determine the reading level of students at the start of the year.

Reading comprehension is low school-wide especially in the English learner subgroup, which is 80% of the student population at Rio Real. Based on the analysis of CST and CELDT data students at the intermediate CELDT level are reading 2 or more years below grade level.

How will the school evaluate the progress of this goal?

Monthly Accelerated Reader, end of Trimester Star Enterprise, Phonics for Reading as well as Benchmark data will be used to evaluate individual student progress in reading.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|--|--|--|
| August – June 2014 Access to Technology | Principal, Library Clerk, Technology Champion | <p>Lease 4 Netbook carts</p> <p>Access to reading devices to support reading and informational text</p> <p>Purchase hardware and software (supplemental materials) - Waterford, Accelerated Reader, STAR Enterprise, Accelerated Math, A-Z Reader, Library Software) to increase reading achievement and comprehension levels</p> <p>Implement My Access Writing Program in 4th – 5th grades</p> <p>Instructional Assistant in the computer lab to support students in accessing reading programs (Waterford, Star-fall, Accelerated Reader, STAR Assessment)</p> <p>Technology Champion Stipend</p> | <p>\$3,600 EIA</p> <p>\$3,000 EIA</p> <p>\$11,000 EIA</p> <p>\$15,000 EIA</p> <p>\$1500 EIA</p> |
| September – January 2014 Common Core Instructional Resources | Principal, Library Clerk, Teachers, spelling bee coordinator, Grade level leaders | <p>Conduct Data Team Meetings to analyze data and plan for instruction and intervention</p> <p>Purchase low level, high interest reading materials struggling and advanced readers (fiction and non-fiction) for classrooms and library to support reading development in English and Spanish.</p> <p>1) Time For Kids 2) Leveled Readers (Spanish and English) 3) Library books (Spanish and English) 4) Class sets of books (Spanish and English)</p> <p>Subscription fees for A-Z Readers and Time for Kids</p> | <p>\$3,340 Title 1 (4 Half day subs @ \$60/day x 13 teachers) 3x per year</p> <p>\$2,000 Title 1</p> <p>\$8,000 EIA</p> <p>\$1,500 EIA</p> |

| | | | |
|---|---|--|---|
| | | <p>Incentives for Accelerated Reader program, spelling bee, Academic Achievement Medals</p> <p>Professional Development and support for teachers in Common Core, GLAD, Systematic ELD, Target Time, English Learners, VCOE workshops</p> <p>Literacy Based Assemblies</p> <p>Library Clerk (Extra hours August)</p> <p>Hire an after school liaison teacher(s) to train after school volunteers and after school program aides in effective small group and reading strategies</p> <p>Kindergarten entry Assessment prior to start of school</p> <p>After School Intervention and Enrichment</p> <p>Materials and supplies to support project based learning in the classroom</p> <p>Translator services to give parents access to parent conferences and parent meetings.</p> | <p>\$1,500 EIA</p> <p>\$3,000 Title I</p> <p>\$2,000 EIA</p> <p>\$750 EIA</p> <p>\$4,000 ASES</p> <p>\$449 EIA</p> <p>\$14,700 EIA</p> <p>\$5,000 Title I</p> <p>\$3000 Title III</p> |
| <p>September – June 2014</p> <p>Plan, Implement, review and monitor a Reading Intervention/Enrichment program for struggling and/or advanced readers.</p> <p>Identification of struggling readers, selected to participate in a research-based reading intervention program will be monitored</p> | <p>Principal, intervention teachers, Library Clerk, Counselor, individual teachers, after school program teacher liaisons, Student Support Specialist</p> | <p>Administer STAR Reading Assessment at regular intervals throughout the year</p> <p>Collect and analyze summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs.</p> <p>Hire 5 Reading Intervention Push-In and Pull-out Teachers to provide small group instruction, support Tier II & implement reading intervention program for SEI and DI students</p> | <p>\$69,963 EIA</p> |

| | | | |
|--|-----------------------------|--|---|
| <p>every 6-8 weeks to determine growth. Includes English learner students.</p> | | <p>Plan 3 6-8 week cycles of intervention for all grade levels</p> <p>Identify, select, implement, monitor, and evaluate research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension.</p> <p>Purchase reading intervention materials and resources; supplemental instructional materials and benchmark assessments for Target Time</p> <p>Individual student growth will be monitored, reviewed and evaluated by the Intervention Progress Monitoring Team in meetings 2x a month with release time for the classroom teacher and support from the Student Support Specialist</p> | <p>\$1,000 EIA</p> <p>\$3,840 EIA (Full day sub 4x a month for 8 months at \$120 per day)</p> |
| <p>August – June 2014 Counselor (.5)</p> | <p>Principal, Counselor</p> | <p>Provide counseling support to students, participate in leadership team, assist teachers with strategies for classroom management and behavioral needs for students, provide support and coordination for the IPT process for students who need additional support.</p> <p>Provide assistance to parents of English Learners to increase support structures that impact student literacy.</p> | <p>\$28,605 EIA \$9,990 Title I</p> <p>\$500 Title III</p> |
| <p>LEA GOAL: 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.</p> <p>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.</p> <p>Goal 5: The district will provide all teachers with strategic professional development, collaboration opportunities and support to understand the progression of Common Core 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.</p> <p>SCHOOL 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.</p> | | | |

| | | |
|---|--|---|
| <p>What data did you use to form this goal?</p> <p>Results from 2012 CST, District Benchmark Assessments</p> | <p>What were the findings from the analysis of this data?</p> <p>CST and Benchmark assessment data was analyzed to determine where in the proficiency bands each student fell last year.</p> <p>Math support for English learners requires students build vocabulary knowledge in order to remain competitive with non English Learners</p> | <p>How will the school evaluate the progress of this goal?</p> <p>Benchmark data will be analyzed during data team meetings to evaluate and monitor student progress</p> |
| <p>STRATEGY: The focus for the 2013-2014 school year is to support students in exploring numbers through math talks and develop a deeper understanding depth of knowledge.</p> | | |

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|---|---|---|---|
| August – June 2014 Technology | Principal, Technology Champion, | Networked computers in the computer lab and individual student computers will host software to allow individualized instruction in Mathematics (Khan Academy, Accelerated Math). Demonstration devices will be used in the classroom to increase access to the curriculum for all learners. | \$4,000 EIA |
| August – June 2014 Design and implement Project Based Learning Supplemental materials and supplies | Principal, Teachers, Technology Champion, Library Clerk | Support all students including English learners, struggling learners and students with disabilities | \$2,800 EIA |
| August – June 2014 Professional Development | Principal, District Office, TOSA, Teachers, Technology Champion | Provide professional development and support increased access to information through multi-media resources; improved access to technology to support student learning | \$2,000 EIA |
| August – June 2014 Parent Engagement | | Parent education will be offered at ELAC, Coffee with the Principal, Family Literacy and other parent meetings to teach parents how to support students in developing numerical concepts. | \$1,000 Title 1 |
| August – June 2014 Data Teams | Principal, Teachers, TOSA | Teachers will review benchmark assessment results in data team meetings with colleagues each trimester, with the goal of modifying their practice | \$3,000 EIA |

LEA GOAL: The district will for AMAOs 1, 2 and 3 requirements during the 2013-14 and 2014-15 school years.

SCHOOL 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).

| | | |
|---|---|--|
| <p>What data did you use to form this goal?</p> <p>Results from 2012 CST, District Benchmark Assessments, CELDT Results from 2010-2012</p> | <p>What were the findings from the analysis of this data?</p> <p>Analysis of the data reveals that achievement in Math and ELA is lower for English learners. Although English language learners are making growth based on the AMAO's, a gap remains in academic achievement.</p> <p>English learners need support in vocabulary development to build knowledge in and have access to the depth of knowledge required by the Common Core Standards.</p> | <p>How will the school evaluate the progress of this goal?</p> <p>Benchmark data along with CELDT results will be analyzed during data team meetings to evaluate and monitor student progress</p> |
|---|---|--|

STRATEGY: The school will continue to implement and expand the Dual Immersion Academy program to increase the academic achievement of English learners and English only students. English learner student progress will be monitored through evaluation of CELDT, district benchmark and writing data during Data Team meetings. Systematic ELD is implemented school wide during a 30 minute, 5x a week ELD period for Kindergarten students and 45 minutes 4x a week for 1st through 6th grade students. English learner students receive additional reading intervention support during Target Time. Students will make increases in reading levels through access to books and non fiction reading material.

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|---------------------------|--|---|
| August – June 2014 Professional Development | Principal, Teachers, TOSA | <p>All current and new classroom teachers will receive training and support in Guided Language Acquisition Design (GLAD) strategies, Systematic English Language Development Training (SELD) and Adept, including any.</p> <p>Professional Development Conferences to support administrator and Dual Language and SEI teachers in current strategies and practices for teaching language learner students.</p> | <p>\$4,500 Title 1</p> <p>\$10,000 EIA</p> |

| | | | |
|---|---|--|---|
| <p>August – June 2014 Supplemental materials & supplies</p> | <p>Principal, teachers, Library clerk,</p> | <p>Provide supplemental materials and strategies that are hands on and aligned with the LEAP to make content comprehensible for English learners,</p> | <p>\$1,570 EIA</p> |
| <p>September – June 2014 Plan, Implement, review and monitor a Reading Intervention/Enrichment program for struggling and/or advanced English learners.</p> | <p>Principal, intervention teachers, Library Clerk, Counselor, individual teachers, after school program teacher liaisons</p> | <p>Administer STAR Reading Assessment at regular intervals throughout the year Collect and analyze summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs. Hire 5 Reading Intervention Push-In and Pull-out Teachers to provide small group instruction, support Tier II & implement reading intervention program for English learners Plan 3 6-8 week cycles of intervention for all grade levels Identify, select, implement, monitor, and evaluate research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension. Purchase reading intervention materials and resources; supplemental instructional materials and benchmark assessments for Target Time targeted for English learners Individual student growth will be monitored, reviewed and evaluated by the Intervention Progress Monitoring Team in meetings 2x a month with release time for the classroom teacher</p> | <p>(See Goal 1) \$1,500 EIA \$3,000 Title I</p> |

| | | | |
|---|------------------------------|--|-------------|
| August – June 2014 Dual Immersion Coordinator | Principal, DI Coordinator | Coordinate recruitment of new students, conduct informational sessions for prospective families, standardize policies and procedures across the program (scope-and-sequence for the partner language, student recruitment and waiting list/lottery procedures) and monitor their implementation. Organize activities to bring families together to reinforce the academic and cross-cultural goals of the program. | \$1,500 EIA |
| August – June 2014 English Language Coordinator | Principal, ELC | Monitor CELDT assessment process, Adept testing, Reclassification process, and monitoring of reclassified students | \$4,500 EIA |

SCHOOL 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%.

STRATEGY: DURING THE 2013-2014 school year, Rio Real will implement Positive Behavior Intervention Support strategies to increase student safety and connectedness to school, resulting in a positive impact to student attendance. Rio Real will maintain the Healthy Start Resource Center as a place where parents and students can access resources and support for basic needs, attendance, school connectedness, safety and social/emotional supports. The afterschool program will continue to provide a program that enhances the school day and maintains academic alignment through the efforts of teacher academic liaison positions.

| | | |
|--|---|--|
| <p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ California Healthy Kids Survey ▪ District Surveys ▪ Comments and testimonials parents, students and staff | <p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> ▪ Attendance rates were under 96.5% for 3 out of the 8 months monitored ▪ Students and parents report a feeling of safety at school and connectedness to their teachers | <p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> ▪ This school goal will be evaluated on an annual basis as part of the SPSA evaluation process ▪ CHKS |
|--|---|--|

| Action/Date | Person(s) Responsible | Task/Date | Cost and Funding Source (Itemize for Each Source) |
|--|---|--|---|
| Positive Behavior Support | Principal, Counselor, Teacher trained in PBIS | <p>Establish School-wide Expectations</p> <p>Teachers and Counselor will support articulation of PBIS principles and school wide expectations</p> <p>Counselor will train support staff (office and noon duty aides) on the principles of PBIS and school wide expectations.</p> <p>All teachers will implement common rules and referral process to ensure a safe learning environment (Rtl Tier 1 Behavior)</p> | <p>\$1000 Title I</p> <p>\$891 Title I</p> <p>\$1000 Title I</p> |
| Intervention and Enrichment Clubs and activities | Principal, Teacher liaisons | <p>Implement academic intervention and enrichment support to students through after school intervention and clubs (Music, PE, Chess, Crafts, Dance).</p> <p>After school program liaison teacher provides support and training to after school program aides in strategies that are effective for student learning.</p> | <p>\$3,000 Title 1</p> <p>ASES \$30/hr up to \$4,000</p> |
| Parent Engagement Provide parent education and training through Coffee with the Principal, ELAC, parent literacy nights, and specific grade level workshops | Principal, Parent Coordinator, Counselor, | <p>Monthly Parent newsletter in English and Spanish</p> <p>Provide translation for parent nights (Back to School, Parent Conferences, Literacy Nights)</p> <p>Latino Family Literacy classes will be offered to parents of English Learners, and staff will be available at all ELAC meetings for book checkout to promote literacy and use of the library.</p> | <p>\$1580 Title I</p> <p>\$500 Title III</p> <p>\$2,700 Title I</p> |
| August – June 2014 (.5) Counselor | Principal, Counselor | <p>Provide counseling support to students, participate in leadership team, assist teachers with strategies for classroom management and behavioral needs for students, provide support and coordination for the IPT process for students who need additional support.</p> <p>Provide assistance to students who need access to afterschool enrichment clubs or academic intervention.</p> | See Goal 1 |

| | | | |
|--|---|---|--------------------------------------|
| September – June 2014 Monitor and evaluate school attendance plan | Principal, Student Support Specialists, Counselor | Attendance Incentives Monitor and evaluate plan | \$1,000 Title 1 |
| August – June 2014 Increase Parent Engagement | Principal, Counselor, School Site Council, PTA | Provide activities for parent involvement Coffee with the Principal, English Learner Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), School Site Council (SSC), Parent Teacher Association (PTA), and District Advisory Committee (DAC). Provide refreshments, child care, translators. Parent Communication: Parent Connect automatic dialer, Newsletters, student agendas, Homework folders, flyers | \$1,318 Title III \$3,500 EIA |
| August – June 2014 | Principal, teachers | School assemblies and field trips to increase vocabulary development and school connectedness | \$4,630 Title I |
| August – June 2014 | Principal, Counselor, Support Specialist | Citizenship, academic and attendance incentives and awards for students | \$1,000 EIA |

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 ¹ 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 | 12,372.42 12,932.90 9,246.60 | 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 | 24,886.64 10,931.90 24,886.84 | Title-I Title-III EIA |

¹ 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 | 9,514.25 223.10 8,263.20 | Title-I Title-III EIA |
| District Operated Activities | August 2013- June 2014 | District Operated Activities | 4,977.28 | 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/ca12sguiappcatprog.asp>

| State Programs | Allocation |
|---|------------|
| <input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school | \$ |
| <input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program | \$56,487 |
| <input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners | \$182,595 |
| <input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring | \$ |
| <input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas | \$ |
| <input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school | \$ |
| <input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement | \$ |
| <input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs | \$ |
| <input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety | \$ |
| <input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students | \$ |
| <input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE]) | \$ |
| Total amount of state categorical funds allocated to this school | \$ |

| Federal Programs | | Allocation |
|--|----|------------|
| <input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | | \$47,631 |
| <input type="checkbox"/> Title I, Part A: Parental Involvement (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 type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) | \$ | |
| <input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | | \$ |
| <input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | | \$5318 |
| <input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs | | \$ |
| <input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement | | \$ |
| <input type="checkbox"/> Other federal funds (list and describe) | | \$ |
| <input type="checkbox"/> Other federal funds (list and describe) | | \$ |
| <input type="checkbox"/> 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 | | \$292,031 |

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.³ 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 |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| Rob Humphrey | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Christina Alvarado | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Karla Ayala | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Juliena Alvarez | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Norbert Tan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Maria M. Hernandez | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Juan Toledo | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emily Loomis | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rosa Navarro | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 | 2 | 2 | 4 | |

³ 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 Susana Pulido P. _____ 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: December 17, 2013.

Attested:

Maria M. Hernandez
Typed name of School Principal

Maria M. Hernandez 12/17/13
Signature of School Principal Date

Rob Humphrey
Typed name of SSC Chairperson

Rob Humphrey 12/17/2013
Signature of SSC Chairperson Date