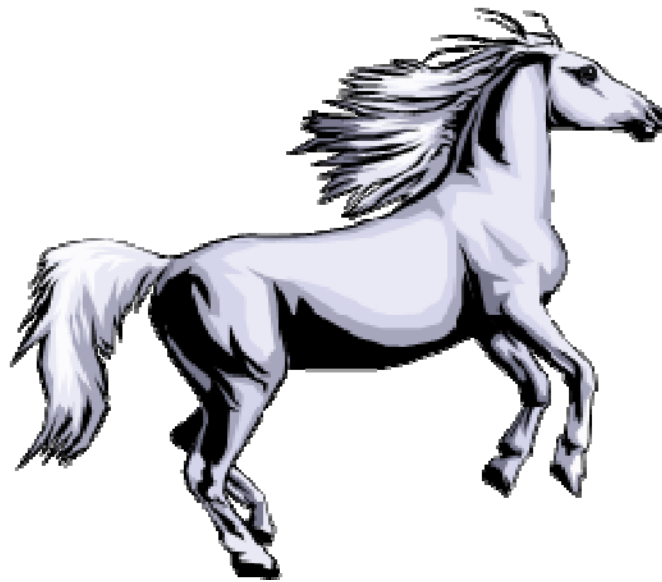


2016-2017  
Single Plan for Student Achievement



*Rio Plaza Chargers*

Prepared by: Robert Guynn

# The Single Plan for Student Achievement

School: Rio Plaza Elementary

District: Rio School District

County-District School (CDS) Code: 56-72561-6055511

Principal: Robert Guynn

Date of this revision: February 2017

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 March 15, 2017

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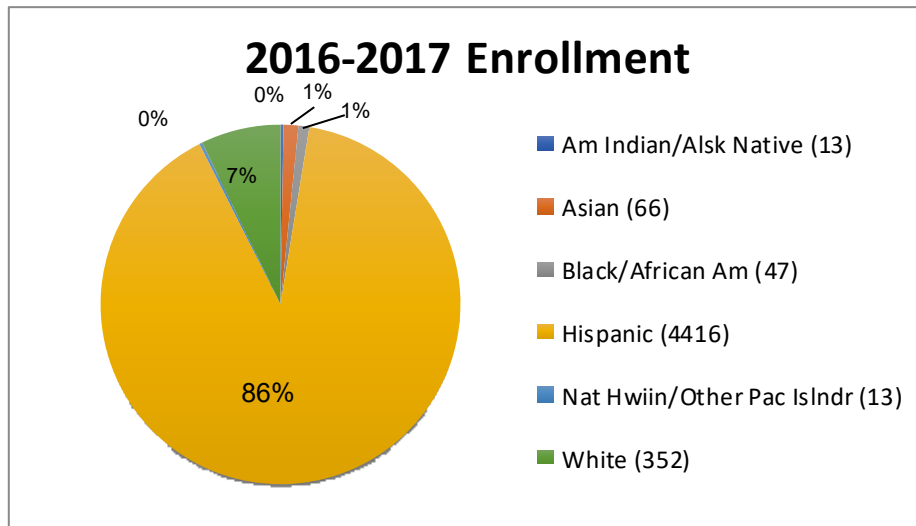
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## DISTRICT PROFILE

The mission of the Rio School District is to “Educate Learners for the 21<sup>st</sup> Century”.

Approximately 5000 students attend the Rio School District (RSD). The district is comprised of eight schools, five K-5 elementary schools, one K-8 elementary school and two 6-8 middle schools ranging in size from 500 to 800 students. The ethnic distribution of the district is diverse, as represented in the chart below. As reported in CALPADS the district’s socio-economically disadvantaged population in grades K-8 meet or exceed the Federal Provision II requirements and all students receive free or reduced breakfast and lunch. All schools receive Title I funding.



Twenty-three languages are represented in the district. Forty-eight percent of RSD students are identified as English Language Learners Language Learners, 46% of whom speak Spanish as their primary language.

During the 2016-2017 school year, RSD identified students with Individual Education Plans (IEP) in 12 categories of primary disability. “Specific Learning Disability” and “Speech and Language” were the predominant disabilities reported. Of the 161 students with IEP’s for Specific Learning Disabilities, 94% were Hispanic; of the 267 students with IEPs for Speech and Language, 83% were Hispanic.

As illustrated in the chart, the percentage of Hispanic students in the district was approximately 86%.

One hundred percent of RSD teachers meet the No Child Left Behind highly qualified criterion. Of the 238 district teachers, 54% hold Master

Degrees, and another 98% 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 teaching experience is 13.

The district average class size in Transitional Kindergarten, Traditional Kindergarten, and 1<sup>st</sup> and 2<sup>nd</sup> grades is 24 students.

The district average class size in 3<sup>rd</sup> - 8<sup>th</sup> grade is 30 students.

## **DISTRICT LCAP GOALS**

**Goal 1:** Improved student achievement at every school and every grade in all content areas

**Goal 2:** Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning

**Goal 3:** Create welcoming and safe environments where students attend and are connected to their school

**Goal 4:** Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking and communication

**Goal 5:** Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinkers

## **DISTRICT LEA GOALS**

### **District English Language Arts Goals**

**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.

**Goal 5:** The district will provide all teachers with strategic professional development, collaboration opportunities and support to understand the progression of CCSS ELA 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 (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the SBAC resources by 2014-15.

### **District Mathematics Goals**

**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 5:** The district will provide all teachers with targeted professional development, collaboration opportunities and support to understand the progression of CCSS ELA 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 (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the SBAC resources by 2014-15.

#### **District High Priority Students – English Language Learner Goals**

**Goal 3:** The district will meet or exceed CELDT requirements for AMAOs 1, 2 and 3 during the 2013-14 and 2014-15 school years.

#### **District High Priority Students – Special Education Goals**

**Goals 1 & 2:** The district will meet or exceed annual AYP requirements for ELA and Math for the SWD subgroup during the 2013-14 school year.

#### **District High Priority Students – Intervention Goals**

**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 ELA and Mathematics.

## SCHOOL PROFILE

Rio Plaza Elementary School is a K-5 school with an enrollment of approximately 610 students. The grade level distribution of students is shown in figure 1. The school also offers a Head Start program and Transitional Kindergarten.

The ethnic distribution is almost exclusively Hispanic/Latino as shown in figure 2.

English (32%\*), Spanish (63%\*), and Mixteco (5%\*) are the primary languages spoken by students. 68%\* of students are English Language Learners and 9%\* of students are Fluent English Proficient (RFEP). The staff is comprised of 25 FTE certificated regular education classroom teachers. The ethnic distribution of these teachers is shown in figure 3. The certificated support staff is comprised of 1 FTE Resource Specialist teacher and 1 FTE Speech and Language Pathologist. All certificated staff is NCLB compliant. The school also has the services of 1 FTE counselor. The classified staff is comprised of 3 paraprofessionals, 2 office personnel, and 7 other employees.

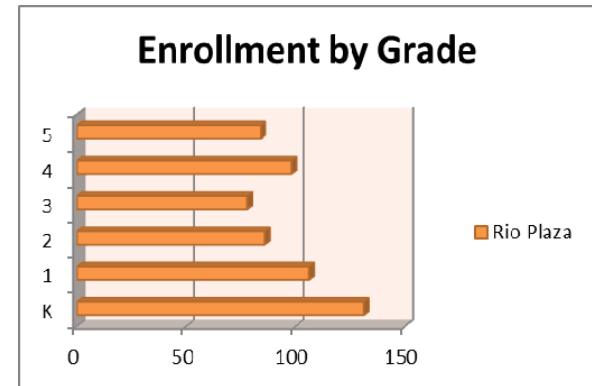
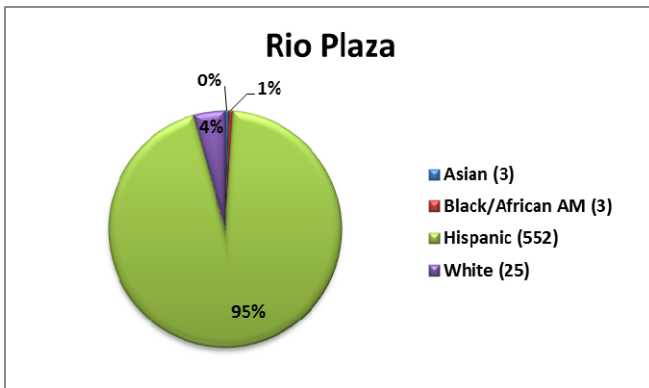


Figure 1



The school currently has over 800\* student computers which is comprised of 40\* desktops and 830\* notebooks/netbooks/tablets for student use, for a 1:1 computer to student ratio. All classrooms and office spaces have wireless Internet accessibility.

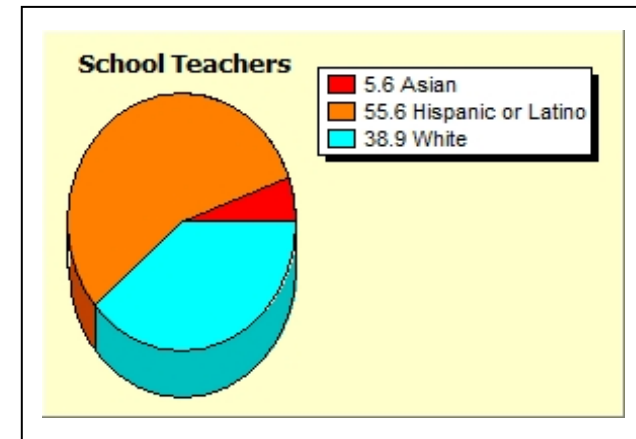


Figure 3

Rio Plaza has an afterschool program which is funded through the California Proposition 49 After School Safety and Education program. The program serves approximately 100 students on a daily-basis with enrollment determined by academic need.

\*numbers are rounded to the nearest whole number, ones, or tens place

## CAASPP DATA

### Rio Plaza 2014/2015 vs 2015/2016

Grade	2014-15 CAASPP ELA Pass	2015-16 CAASPP ELA Pass	Δ	2014-15 ELA Pass District	2015-16 ELA Pass District	Δ	2014-15 CAASPP Math Pass	2015-16 CAASPP Math Pass	Δ	2014-15 Math Pass District	2015-16 Math Pass District	Δ
3	21%	30%	9%	23%	30%	7%	29%	28%	(1%)	26%	34%	8%
4	4%	16%	12%	23%	24%	1%	9%	11%	2%	20%	21%	1%
5	17%	12%	(5%)	26%	33%	(7%)	11%	8%	(3%)	22%	19%	(3%)

### Rio Plaza Gate CAASPP

Grade 2015- 16	GATE Status	2014-15 CAASPP ELA - n	2014-15 CAASPP ELA - % Pass	2015-16 CAASPP ELA - n	2015-16 CAASPP ELA - % Pass	2014-15 CAASPP Math - n	2014-15 CAASPP Math - % Pass	2015-16 CAASPP Math - n	2015-16 CAASPP Math - % Pass
3	GATE	-	-	1	0.0%	-	-	1	100.0%
3	Non- GATE	-	-	82	32.9%	-	-	83	28.9%
4	GATE	3	66.7%	3	66.7%	3	100.0%	3	66.7%
4	Non- GATE	89	19.1%	100	15.0%	89	28.1%	103	9.7%
5	GATE	3	33.3%	3	66.7%	3	66.7%	3	100.0%
5	Non- GATE	78	5.1%	76	10.5%	78	7.7%	79	3.8%
All	GATE	189	83.1%	198	88.9%	186	76.9%	198	78.3%
All	Non- GATE	2201	20.8%	3034	26.7%	2192	13.4%	3060	17.7%



Rio Plaza EL/EO/RFEP CAASPP

Grade 2015-16	ELA Status	2014-15 CAASPP ELA - n	2014-15 CAASPP ELA - % Pass	2015-16 CAASPP ELA - n	2015-16 CAASPP ELA - % Pass	2014-15 CAASPP Math - n	2014-15 CAASPP Math - % Pass	2015-16 CAASPP Math - n	2015-16 CAASPP Math - % Pass
3	EL	-	-	26	23.1%	-	-	56	19.6%
3	EO	-	-	42	31.0%	-	-	13	30.8%
3	RFEP	-	-	2	50.0%	-	-	15	66.7%
4	EL	35	14.3%	38	10.5%	36	11.1%	37	18.9%
4	EO	33	15.2%	39	28.2%	33	24.2%	39	20.5%
4	RFEP	5	80.0%	7	57.1%	5	80.0%	7	57.1%
5	EL	24	25.0%	26	26.9%	24	12.5%	26	7.7%
5	EO	38	42.1%	39	38.5%	38	36.8%	39	25.6%
5	RFEP	10	60.0%	11	81.8%	10	70.0%	11	45.5%
All	EL	928	5.5%	1307	9.8%	933	6.3%	1335	10.3%
All	EO	928	32.9%	1300	38.5%	920	22.7%	1298	26.2%
All	RFEP	534	48.5%	625	57.1%	525	32.2%	625	35.0%

Rio Plaza ASP/Non-ASP CAASPP

Grade 2015-16	After School Program Status	2014-15 CAASPP ELA - n	2014-15 CAASPP ELA - % Pass	2015-16 CAASPP ELA - n	2015-16 CAASPP ELA - % Pass	2014-15 CAASPP Math - n	2014-15 CAASPP Math - % Pass	2015-16 CAASPP Math - n	2015-16 CAASPP Math - % Pass
3	ASP	-	-	17	41.2%	-	-	17	23.5%
3	Non-ASP	-	-	66	30.3%	-	-	67	31.3%
4	ASP	19	10.5%	19	5.3%	19	0.0%	19	0.0%
4	Non-ASP	73	23.3%	84	19.0%	73	38.4%	87	13.8%
5	ASP	19	5.3%	18	11.1%	19	0.0%	18	5.6%
5	Non-ASP	62	6.5%	61	13.1%	62	12.9%	64	7.8%
All	ASP	430	25.8%	587	30.5%	432	19.0%	587	25.2%
All	Non-ASP	1960	25.7%	2645	30.5%	1946	18.2%	2671	20.6%

## SUSPENSIONS

### Number of Suspensions

<b>SCHOOL</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>3-year average</b>
Rio del Mar	11	5	1	6
Rio del Norte	4	7	7	6
Rio del Valle	57	97	109	88
Rio Lindo	20	12	10	14
<b>Rio Plaza</b>	<b>6</b>	<b>13</b>	<b>4</b>	<b>7</b>
Rio Real	5	4	7	5
Rio Rosales	8	6	8	7
Rio Vista	42	91	46	60
TOTAL	153	235	192	193

## ATTENDANCE

### 3 Year RSD Attendance

	13-14	14-15	15-16
Rio Lindo	96.73%	96.54%	96.86%
<b>Rio Plaza</b>	<b>97.68%</b>	<b>97.73%</b>	<b>97.92%</b>
Rio Real	97.34%	97.95%	97.74%
Rio Rosales	97.43%	96.86%	97.29%
Rio del Mar	98.07%	97.47%	97.85%
Rio del Norte	97.12%	96.95%	97.35%
Rio del Valle	98.02%	97.16%	97.87%
Rio Vista	97.88%	97.56%	97.86%
DISTRICT	97.53%	97.34%	97.59%

## DISTRICT AMAO

<b>AMAO 1: Annual Progress Learning English</b>								
2012-2013			2013-2014			2014-2015		
57.50%			59%			60.50%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
1,698	918	54.1	1,778	969	54.5	1,925	1,060	55.1
<b>AMAO 2 &lt; 5 years: Progress attaining English Language Proficiency</b>								
2012-2013			2013-2014			2014-2015		
21.40%			22.80%			24.20%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
1,528	243	15.9	1,603	239	14.9	1,696	297	17.5
<b>AMAO 2 - ≥ 5 years: Progress attaining English Language Proficiency</b>								
2012-2013			2013-2014			2014-2015		
47.00%			49.00%			51%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
574	253	44.1	590	279	47.3	640	328	51.3





## RIO PLAZA AMAO

<b>AMAO 1: Annual Progress Learning English</b>								
2012-2013			2013-2014			2014-2015		
57.50%			59%			60.50%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
279	164	58.8	271	133	49.1	316	159	50.3
<b>AMAO 2 &lt; 5 years: Progress attaining English Language Proficiency</b>								
2012-2013			2013-2014			2014-2015		
21.40%			22.80%			24.20%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
302	41	13.6	333	38	11.4	385	52	13.5
<b>AMAO 2 - ≥ 5 years: Progress attaining English Language Proficiency</b>								
2012-2013			2013-2014			2014-2015		
47.00%			49.00%			51%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
52	22	42.3	36	13	36.1	39	16	41

## STAR READING AND STAR MATH DATA

### STAR Reading Grade Equivalent Average

#### Cohort Growth Evaluation

May/June 2014	3rd	4th	5th
	No Data Available	1.4	2.3
			
May/June 2015	3rd	4th	5th
	1.6	2.2	2.8
			
May/June 2016	3rd	4th	5th
	2.2	2.7	2.9

### STAR Math Grade Equivalent Average

#### Cohort Growth Evaluation

May/June 2014	3rd	4th	5th
	No Data Available	1.0	2.6
	↓	↓	
May/June 2015	3rd	4th	5th
	1.6	2.6	3.6
	↓	↓	
May/June 2016	3rd	4th	5th
	2.3	3.5	3.8

**ANNUAL EVALUATION OF SPSA GOALS FOR 2015-2016**

Plan Component:	Goal:
English Language Arts	<b>Goal 1:</b> Rio Plaza will increase the reading level of students in grades 2-5 by one grade level as measured by the Star Reading assessment to support student achievement in all content areas.
Desired Outcome:	Result:
Increase the reading level of students in grades 2-5 by one grade level as measured by the Star Reading assessment	We did meet the goal as growth numbers indicated that cohort mean growth was approximately at the 1.0 grade level per year rate.
Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Developing a protocol to strategically target books at student's reading levels to have students read at their ZPD. Increase library circulation through book purchases.	Accelerated Reader protocol having students read at their ZPD. Continue to increase library circulation through book purchases. Increase the depth and complexity of instruction in the classroom. Add software and classroom books to increase reading. Purchase T2 and T3 materials to support intervention.
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
English Language Arts	<b>Goal 2:</b> Rio Plaza will support district initiatives in transitioning to the English Language Arts Common Core State Standards by providing support to teachers in implementing Close Reading and journal writing strategies in the classroom. Additionally, we began training for the implementation of the Engage! Learning Model (ELM) in eleven classrooms for the 2016/2017 school year to deepen learning and integrate content while developing the 4C's in our students. Data from walkthroughs will be provided to teachers for professional reflection and analysis to gauge implementation with fidelity. Further, Rio Plaza will



	provide professional development and coaching for the strategic CCSS site level initiatives of collaboration and communication related to the 4C's.
Desired Outcome:	Result:
Implement Close Reading and journal writing strategies in the classroom. Provide professional development and coaching for the strategic CCSS site level initiatives of collaboration and communication related to the 4C's.	Professional development continued throughout the year on these initiatives. Teachers were monitored for implementation and coached on implementation strategies by the principal. No quantitative data was gathered on the implementation but qualitative data indicated successful levels of implementation by all teachers.
Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Informal observations and modeling by the principal. YouTube videos demonstrating the process. Journal review.	Informal observations by the principal. Begin quantitative data gathering with a staff created data tool.
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
English Language Arts	<b>Goal 3:</b> Rio Plaza will increase the number of students in the "Standards Met" and "Standards Exceeded" on the CAASPP by 5%.
Desired Outcome:	Result:
Align classroom practices with CCSS and SBAC assessment rigor.	Overall this goal was fulfilled. However, this was not fulfilled in all grade levels.
Implementation of Activities	
-Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Accelerated Reader	None
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

<b>Plan Component:</b>	<b>Goal:</b>
Mathematics	<b>Goal 1:</b> Rio Plaza will increase the mathematics level of students in grades 2-5 by one grade level as measured by the Star Math assessment to support student achievement.
<b>Desired Outcome:</b>	<b>Result:</b>
Increase the mathematics level of students in grades 2-5 by one grade level as measured by the STAR Math assessment	We met the goal as growth numbers indicated that cohort mean growth was approximately at the 1.9 grade level per year rate.
<b>Implementation of Activities</b>	
<b>Activities that worked well for us:</b>	<b>Activities that we would like to continue, with minimal modifications:</b>
We have had consistently strong mathematics instruction and continue those practices. We will continue to journal in mathematics for students to become familiar with justifying their work or explaining their thoughts.	We have had consistently strong mathematics instruction and continue those practices.
<b>Activities that we would like to continue but require significant modification:</b>	<b>Activities that we will eliminate:</b>
None	None

<b>Plan Component:</b>	<b>Goal:</b>
Mathematics	<b>Goal 2:</b> Rio Plaza will support district initiatives in transitioning to the mathematics Common Core State Standards by providing support to teachers in implementing Number Talks and journal writing strategies in the classroom. Data from walkthroughs will be provided to teachers for professional reflection and analysis to gauge implementation with fidelity. Further, Rio Plaza will provide professional development and coaching for the strategic CCSS site level initiatives of collaboration and communication related to the 4C's.
<b>Desired Outcome:</b>	<b>Result:</b>
Continue to refine Number Talks and journal writing strategies in	Professional development continued throughout the year on

the classroom. Provide professional development and coaching for the strategic CCSS site level initiatives of collaboration and communication related to the 4C's.	these initiatives. Teachers were monitored for implementations and coached on implementation strategies by the principal. No quantitative data was gathered on the implementation but qualitative data indicated successful levels of implementation by all teachers.
Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Informal observations and modeling by the principal. YouTube videos demonstrating the process. Journal review.	Informal observations by the principal. Begin qualitative data gathering with a staff created data tool.
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
Mathematics	<b>Goal 3: Goal 3:</b> Rio Plaza will increase the number of students in the "Standards Met" and "Standards Exceeded" on the CAASPP by 5%.
Desired Outcome:	Result:
Align classroom practices with CCSS and SBAC assessment rigor.	This goal was not fulfilled. Data shows that student have proficiency in numerical calculations but lack proficiency in higher order math skills.
Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Supplemental math instructional materials have allowed us to differentiate instruction.	We will continue using supplemental math instructional materials as well as implement Bridges Math curriculum.
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
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English Language Learners	<b>Goal:</b> Rio Plaza will provide ELD instruction for students to grow a minimum of 2% to meet or exceed AMAO1 for 2017-2018. Progress will be monitored using ADEPT results.
Desired Outcome:	Result:
2% growth for AMAO 1	The school had approximately 1.2% growth and did not make the goal. However, this was a growth reversal from the previous year.
Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Continue to improve ELD instruction at all grade levels	Integration of ELD strategies into the regular classroom with the implementation of CCSS through ELM while continuing current practices.
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
Special Education	<b>Goal:</b> Rio Plaza will increase the proficiency of students with disabilities in English Language Arts and mathematics as indicated by IEP goals.
Desired Outcome:	Result:
Students attaining their written IEP goals as set forth by the resource specialist	Most students met their goals as resource specialists set attainable goals.
Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
RSP support in reading and speech as determined by the IEP team	Summary of progress for each student toward achieving academic goals
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
Intervention	<b>Goal:</b> Rio Plaza will continue systematic Response to Intervention to address the needs of students in Tier 1, 2, and 3. Students will have access to support from regular classroom and support staff in specific areas of need identified through multiple measures and the IPT/IEP process for students to attain academic proficiency in ELA and mathematics.
Desired Outcome:	Result:
Increase student achievement for students who are working below grade level	Instructional time is dedicated to Rtl daily with student progress monitored weekly or every other week. Intervention groupings are flexible so students can be placed in appropriate groups as needed. Students receive targeted instruction.
Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Hub intervention in Kindergarten reducing class size throughout the grade level. Intervention support in grades 1-5. Progress monitoring every other week.	None
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
After School Program	<b>Goal:</b> Align instruction in the after-school program to support the highest need students in achieving academic gains in English language arts and Mathematics.
Desired Outcome:	Result:
Increase student achievement in English language arts and mathematics.	Increased homework completion and student growth in classroom assessments as indicated by teacher records show positive results.
Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
May Do and Must Do activities. Use of computer lab and library.	None

Homework assistance. Inclusion of the Arts. After School Program Liaison support.	
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
Safe School Environment	<b>Goal:</b> The school will educate all students in a safe and secure environment to increase student achievement in English language arts and mathematics.
Desired Outcome:	Result:
Minimize suspensions and expulsions	The school held suspensions to a total of 10 with 0 expulsions. Suspensions and expulsions decreased over the previous year.
Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Charger Reader, Principal's Recess, Peer Leaders, organized recess sports, counseling support, Peace Builders program	None
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
Parent Involvement	<b>Goal:</b> The school will engage parents and families in various activities and support groups throughout the year to support student achievement in English language arts and Mathematics.
Desired Outcome:	Result:
Active participation for the community	School Site Council, ELAC, PTA, Coffee with The Principal, Dessert with The Principal, Parent Conferences, Family Nights, Winter Performances, Parent English Classes parent activities
Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal

	modifications:
School Site Council, ELAC, PTA, Coffee with The Principal, Dessert with The Principal, Parent Conferences, Family Nights, Winter Performances, Parent English Classes parent activities	None
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

## **SCHOOL GOALS**

### **Rio Plaza English Language Arts Goals**

**Goal 1:** Rio Plaza will increase the reading level of students in grades K-5 by one grade level as measured by the Star Reading assessments to support student achievement in all content areas.

**Goal 2:** Rio Plaza will provide professional development for teachers to develop proficiency in the Common Core State Standards and 21<sup>st</sup> Century skills.

**Goal 3:** Rio Plaza will increase the number of students in the “Standards Met” and “Standards Exceeded” on the CAASPP by 5%.

### **Rio Plaza Mathematics Goals**

**Goal 1:** Rio Plaza will increase the mathematics skills of students in grades 2-5 by one grade level as measured by the ST Math assessment.

**Goal 2:** Rio Plaza will provide professional development for teachers to develop proficiency in the Common Core State Standards and 21<sup>st</sup> Century skills.

**Goal 3:** Rio Plaza will increase the number of students in the “Standards Met” and “Standards Exceeded” on the CAASPP by 5%.

### **Rio Plaza High Priority Students – English Language Learner Goals**

**Goal:** Rio Plaza will provide English Language Development (ELD) instruction for students to grow a minimum of 2% to meet or exceed AMAO requirements. Progress will be monitored using ADEPT results and determined by CELDT scores.

### **Rio Plaza High Priority Students – Special Education Goals**

**Goal:** Rio Plaza will increase the proficiency of students with disabilities in English Language Arts and mathematics as indicated by IEP goals.



### **Rio Plaza High Priority Students – Intervention Goals**

**Goal:** Rio Plaza will continue systematic Response to Intervention to address the needs of students in Tier 1, 2, and 3. Students will have access to support from regular classroom and support staff in specific areas of need identified through targeted curriculum and the IPT/IEP process for students to increase student achievement in English language arts and mathematics.

### **Rio Plaza After School Program Goals**

**Goal:** Rio Plaza will align instruction in the after-school program to support the highest need students in achieving academic gains in English language arts and mathematics.

### **Rio Plaza Safe School Environment Goals**

**Goal:** Rio Plaza will educate all students in a safe and secure environment to increase student achievement in all content areas.

### **Rio Plaza Parent Engagement Goals**

**Goal:** The school will engage parents and families in various activities and support groups throughout the year to support student achievement in all content areas.

## 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. Thus, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**ELA SCHOOL Goal 1:** Rio Plaza will increase the reading level of students in grades K-5 by one grade level as measured by the Star Reading assessment to support student achievement in all content areas.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
CAASPP, STAR Reading, and Accelerated Reader data	Cohort growth shows that reading improved by only 0.5 years per academic year as shown by Star Reading. CAASPP data shows students can perform low level skills well (test items like those found on the CST) well but struggle with test items that require more critical thinking.	Students are evaluated by their increase in Grade Level Equivalent (GE) as indicated by their results from the STAR Reading test, Accelerated Reader performance, and CAASPP performance in ELA

**STRATEGY 1:** Rio Plaza teachers will identify the specific needs of all students and differentiate instruction in the regular classroom to increase student achievement in ELA.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)

<p>September 2016</p> <p>Identify specific student needs and screen and select research-based intervention programs to differentiate instruction in the classroom to meet the needs of all students.</p>	<p>Robert Guynn, Principal; Classroom Teachers; Intervention Teachers</p>	<p><b>As Required:</b> Collect and analyze district- and school-level summative and formative ELA and English learner data; identify students from each grade level to differentiate instruction to meet their specific literacy needs.</p> <p><b>Daily:</b> Use existing criteria for implementing 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><b>No cost for this strategy</b></p>
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**STRATEGY 2:** The district will employ a librarian to assist students with choosing appropriate reading materials and taking Accelerated Reader tests.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2016-2017 school year</p> <p>The librarian will assist students with Accelerated Reader and with students checking out books at the appropriate reading level.</p>	<p>Robert Guynn, Principal</p>	<p><b>Daily:</b> The library is accessible to students during recess, lunch, and before and after school for students to check out books and complete Accelerated Reader tests so that students can meet or exceed their monthly reading goals.</p>	<p><b>LCFF \$5,477 Salary</b></p>

**STRATEGY 3:** The school will implement the Engage! Learning Model (ELM) in 11 classrooms to integrate instruction across content and deepen instruction around the 4C's.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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2016-2017 school year  11 teachers will pioneer the implementation of the Engage! Learning Model	Robert Guynn, Principal	Teachers will develop learning units and implement ELM instruction in the classroom with the goal of implementing 7 units this school year. Each unit will last approximately 3 weeks with 1-2 weeks between each unit.	<b>LCFF \$5,000</b> <b>Title I \$ 22,929</b>
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**STRATEGY 4:** The school will participate in the Scripps spelling bee.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Students will participate in the Scripps Spelling Bee to help students increase their spelling accuracy.	Robert Guynn, Principal; Classroom Teachers	Teachers will conduct classroom level spelling bees to determine the best qualified spellers to compete in the school site spelling bee.  The spelling bee teacher liaison will conduct a school wide spelling bee to determine the candidates for the county spelling bee.	<b>LCFF \$120</b> for registration

**STRATEGY 5:** The school will participate in appropriate professional development activities to support student achievement in English language arts.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Staff will participate in the appropriate professional development to increase student achievement in ELA.	Robert Guynn, Principal; Classroom Teachers; Support Staff	<b>Monthly:</b> Teachers/support staff will participate in district wide Learning Thursday Professional development.  <b>Monthly:</b> Teachers/support staff will participate in site level professional development (2x per month)  <b>As Needed:</b> Teachers/support staff will participate in appropriate professional development focused on ELA.	<b>No cost for this strategy</b>

**STRATEGY 6:** The school will administer Kindergarten placement test for students prior to the start of school.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
August 2016  Kindergarten teachers will assess students to place students in the appropriate classroom.	Kindergarten teachers	Kindergarten teachers will assess students in fundamental ELA skills to determine appropriate class placement.	<b>LCFF \$3,000</b> for teacher cost

**STRATEGY 7:** The school will use a technology coordinator to assist teachers with the implementation of technology.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2016-2017 school year  The technology coordinator will assist teachers in implementing technology in the classroom.	Robert Guynn, Principal; Technology Coordinator	The technology Coordinator will assist teachers with the implementation of technology in the classroom.	<b>LCFF \$2,000</b> stipend for teacher

**STRATEGY 8:** The school will purchase materials and supplies outside the core materials to support student instruction.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2016-2017 school year  Materials, supplies, subscriptions, and outside speaker will be used to supplement core materials for instruction in	Robert Guynn, Principal; Classroom teachers	Materials, supplies, subscriptions, field trips, outside speakers will be used to supplement core instruction in ELA throughout the year.	<b>LCFF \$56,570</b> <b>Title I \$11,447</b>

ELA.			
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**ELA SCHOOL GOAL 2:** Rio Plaza will provide professional development for teachers to develop proficiency in the Common Core State Standards and 21<sup>st</sup> Century skills.

<p><b>What data did you use to form this goal?</b></p> <p>Common Core State Standards Smarter Balanced test information from SBAC training and website.</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Analysis of the standards indicated high yield strategies tied to reading and writing. The staff needs to prepare instruction and assessment aligned to SBAC testing.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Materials, agendas, and sign-in records will indicate training sessions. Data from classroom walkthroughs will indicate implementation of strategies.</p>
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**STRATEGY 1:** The principal and teaching staff will participate in professional development focused on teaching strategies for the common core and 21<sup>st</sup> Century skills.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>2016-2017 school year</p> <p>The principal and teachers will participate in professional development</p>	<p>Robert Guynn, Principal; Classroom teachers</p>	<p>The principal and teachers will attend Learning Thursday professional development as well as, site based PD, web based PD, or off site PD sessions</p>	<p><b>LCFF \$15,000</b></p>

**ELA SCHOOL GOAL 3:** Rio Plaza will increase the number of students in the “Standards Met” and “Standards Exceeded” on the CAASPP by 5%.

<b>What data did you use to form this goal?</b>  CAASPP	<b>What were the findings from the analysis of this data?</b>  Analysis of the data indicates that improvement is needed. It is evident that students perform better at basic numeration and struggle with more complex calculations and problem solving.	<b>How will the school evaluate the progress of this goal?</b>  2016 CAASPP
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**STRATEGY 1:** The school will implement school wide initiatives to create deeper and more critical thinking in students.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2016-2017 school year  Teachers will implement school wide initiatives Number Talks, journaling, and the 5Cs.	Robert Guynn, Principal; Classroom teachers	The principal will support teachers in implementing the school wide initiatives to develop deeper and more critical thinking skills in the students	<b>No cost for this strategy</b>

**STRATEGY 2:** The principal and teaching staff will participate in professional development focused on teaching strategies for the common core and 21<sup>st</sup> Century skills.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2016-2017 school year  The principal and teachers will participate in professional development	Robert Guynn, Principal; Classroom teachers	The principal and teachers will attend Learning Thursday professional development as well as, site based PD, web based PD, or off site PD sessions	<b>Refer to ELA Goal 1, Strategy 1 for shared cost and funding source</b>

**STRATEGY 3:** Rio Plaza will use a testing coordinator to implement the annual CAASPP.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
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2016-2017 school year  The school will use a testing coordinator to oversee the CAASPP	Robert Guynn, Principal; Testing Coordinator	The principal and testing coordinator will work together to train and develop a testing schedule to benefit students to create a positive testing environment to boost student achievement.	<b>LCFF \$500</b>
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**MATH SCHOOL GOAL 1:** Rio Plaza will increase the mathematics skills of students in grades 2-5 by one grade level as measured by the STAR Math assessment.

<b>What data did you use to form this goal?</b>  CAASPP and STAR Math data	<b>What were the findings from the analysis of this data?</b>  Star Math data shows annual cohort growth exceeding the goal. CAASPP data shows students can perform low level skills well (test items like those found on the CST) well but struggle with test items that require more critical thinking.	<b>How will the school evaluate the progress of this goal?</b>  The school will progress monitor student improvement using STAR Math data and examine annual growth with the CAASPP.
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**STRATEGY 1:** The school will purchase appropriate supplemental materials, programs, or technology to support classroom instruction.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2016-2017 school year  Additional supplemental materials, programs or technology will be used to support classroom instruction.	Robert Guynn, Principal; Classroom Teachers; Intervention Teachers	Supplemental materials will be used to differentiate instruction in the regular classroom and during Target Time to increase student achievement in mathematics.	<b>Refer to ELA Goal 1, Strategy 8 for shared cost and funding source</b>

**STRATEGY 2:** The school will use for substitutes for data meetings to analyze student progress as needed.



Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Substitute teachers will be used to relieve teachers during the regular instructional day to meet together with the principal to discuss student progress.	Robert Guynn, Principal; Classroom Teachers	<b>As needed:</b> Substitute teachers will relieve regular classroom teachers for data meetings to discuss student progress in mathematics.	<b>Refer to ELA Goal 1, Strategy 5 for shared cost and funding source</b>

**STRATEGY 3:** The school will administer Kindergarten placement test for students prior to the start of school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2016  Kindergarten teachers will assess students to place students in the appropriate classroom.	Kindergarten teachers	<b>August 2016:</b> Kindergarten teachers will assess students in fundamental mathematics skills to determine appropriate class placement.	<b>Refer to ELA Goal 1, Strategy 6 for shared cost and funding source</b>

**STRATEGY 4:** The school will use a technology coordinator to assist teachers with the implementation of technology.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The technology coordinator will assist teachers in implementing technology in the classroom.	Robert Guynn, Principal; Technology Coordinator	<b>As Needed:</b> The technology Coordinator will assist teachers with the implementation of technology in the classroom.	<b>Refer to ELA Goal 1, Strategy 7 for shared cost and funding source</b>

**MATH SCHOOL GOAL 2:** Rio Plaza will provide professional development for teachers to develop proficiency in the Common Core State Standards and 21<sup>st</sup> Century skills.

<p><b>What data did you use to form this goal?</b></p> <p>Common Core State Standards Smarter Balanced test information from SBAC training and website.</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Analysis of the standards indicated high yield strategies tied to reading and writing. The staff needs to prepare instruction and assessment aligned to SBAC testing.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Materials, agendas, and sign-in records will indicate training sessions. Data from classroom walkthroughs will indicate implementation of strategies.</p>
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**STRATEGY 1:** The principal and teaching staff will participate in professional development focused on teaching strategies for the common core and 21<sup>st</sup> Century skills.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>2016-2017 school year</p> <p>The principal and teachers will participate in professional development</p>	<p>Robert Guynn, Principal; Classroom teachers</p>	<p>The principal and teachers will attend Learning Thursday professional development as well as, site based PD, web based PD, or off site PD sessions</p>	<p><b>Refer to ELA Goal 2, Strategy 1 for shared cost and funding source</b></p>

**MATH SCHOOL GOAL 3:** Rio Plaza will increase the number of students in the “Standards Met” and “Standards Exceeded” on the CAASPP by 5%.

<p><b>What data did you use to form this goal?</b></p> <p>CAASPP</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Analysis of the data indicates that improvement is needed. It is evident that students perform better at basic numeration and struggle with more complex calculations and problem solving.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>2016 CAASPP</p>
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**STRATEGY 1:** The school will implement school wide initiatives to create deeper and more critical thinking in students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Teachers will implement school wide initiatives Number Talks, journaling, and the 5Cs.	Robert Guynn, Principal; Classroom teachers	The principal will support teachers in implementing the school wide initiatives to develop deeper and more critical thinking skills in the students	<b>Refer to ELA Goal 3, Strategy 1 for shared cost and funding source</b>

**STRATEGY 2:** The principal and teaching staff will participate in professional development focused on teaching strategies for the common core and 21<sup>st</sup> Century skills.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The principal and teachers will participate in professional development	Robert Guynn, Principal; Classroom teachers	The principal and teachers will attend Learning Thursday professional development as well as, site based PD, web based PD, or off site PD sessions	<b>Refer to ELA Goal 3, Strategy 2 for shared cost and funding source</b>

**STRATEGY 3:** Rio Plaza will use a testing coordinator to implement the annual CAASPP.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The school will use a testing coordinator to oversee the CAASPP	Robert Guynn, Principal; Testing Coordinator	The principal and testing coordinator will work together to train and develop a testing schedule to benefit students to create a positive testing environment to boost student achievement.	<b>Refer to ELA Goal 3, Strategy 3 for shared cost and funding source</b>

**ELL SCHOOL GOAL:** Rio Plaza will provide Systematic ELD for students to grow a minimum of 2% to meet or exceed AMAO requirements. Progress will be monitored using ADEPT results.

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?
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ADEPT and CELDT	The school showed a slow growth trend over the last 3 years not meeting growth requirements.	The school will progress monitor with ADEPT and perform a summary analysis using the CELDT
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**STRATEGY 1:** Rio Plaza will use an EL Coordinator to monitor the EL program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Rio Plaza will use an EL Coordinator to monitor the EL program	Robert Guynn, Principal; EL Coordinator	<b>AS Needed:</b> The EL coordinator will work with the school staff to provide professional development and support to assure that students are progressing in AMAO 1.	LCFF \$3,950 Stipend

**STRATEGY 2:** Rio Plaza will set aside specific time for ELD instruction

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 27, 2016 – September 4, 2016:  Teachers will schedule 45-minutes per day for ELD instruction.	Robert Guynn, Principal; Classroom teachers	<b>August 27, 2016 – September 4, 2016:</b> Teachers grade level leaders will submit the master daily schedule to the principal for approval which includes a 45-minute block of time dedicated for ELD.	<b>No cost associated with this strategy</b>

**STRATEGY 3:** Rio Plaza will use Systematic English Language Development (SELD) curriculum for instructing English Language Learners during ELD time.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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2016-2017 school year  Teachers will use SELD curriculum for ELD instruction.	Robert Guynn, Principal; Classroom teachers	<b>Daily:</b> Teachers will use Systematic English Language Development (SELD) curriculum for instructing English Language Learners during ELD.  The principal will monitor ELD instruction during classroom walkthroughs.	<b>No cost associated with this strategy</b>
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**STRATEGY 4:** Rio Plaza will group EL students by ability groups to target ELD instruction

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
September 1, 2016 – September 30, 2016:  Teachers will group students by their ability as determined by the most recent CELDT score.	Robert Guynn, Principal; Classroom teachers	<b>September 1, 2016 – September 30, 2016:</b> Teachers will group students by their ability as determined by the most recent CELDT score and submit the initial groupings to the principal for approval.	<b>No cost associated with this strategy</b>

**STRATEGY 5:** Rio Plaza will use ADEPT to monitor EL student progress

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Teachers and the ADEPT test team will ADEPT EL students twice per year to monitor progress	Robert Guynn, Principal; Classroom teachers; ADEPT test team	<b>Twice per Year:</b> Teachers and the ADEPT test team will ADEPT students to monitor their progress as they see progress on classroom assessments during ELD instruction.	<b>LCFF \$3,400</b>

**STRATEGY 6:** Rio Plaza will purchase necessary supplemental materials, supplies, and technology to support EL students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Appropriate supplemental materials, supplies, and technology will be purchased to supplement instruction for EL students.	Robert Guynn, Principal; Classroom teachers	<b>As Needed:</b> As identified by the classroom teachers, Rio Plaza will purchase the appropriate supplemental materials, supplies, and technology for ELD instruction.	<b>Refer to ELA Goal 1, Strategy 8 for shared cost and funding source</b>

**SWD SCHOOL GOAL:** Rio Plaza will increase the proficiency of students with disabilities in English Language Arts and mathematics as indicated by IEP goals.

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?
IEP goals	The school has mixed results in this area.	Analyze the success or failure of students to attain the goals outlined in the IEP.

**STRATEGY 1:** Teachers will differentiate instruction to students with IEPs as indicated on the students IEPs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Teachers will use students IEPs to differentiate instruction in the classroom setting	Robert Guynn, Principal; Classroom teachers	<b>Daily:</b> Teacher will accommodate the needs of students who require additional classroom support.  <b>As Needed:</b> Materials will be purchased as necessary to support students with special needs.	<b>LCFF \$500</b> for materials and supplies to meet the needs of the students

**STRATEGY 2:** The resource teacher will develop and use an instruction schedule for students with IEPs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The resource teacher will develop and use an instructional schedule for students with IEPs	Robert Guynn, Principal; Resource teacher; Speech teacher	<b>September:</b> The resource teacher will develop and submit a written student instructional schedule to the principal for approval.  <b>As Required:</b> The resource teacher will instruct students based upon the requirements in each student's IEP and as outlined in the student schedule.	<b>No cost associated with this strategy</b>

**STRATEGY 3:** The principal will meet with the resource specialist and/or the classroom teacher to monitor progress for students with IEPs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The principal will meet with teachers to assess the progress of students with IEPs	Robert Guynn, Principal; Classroom teachers; Resource teacher; Speech teacher	<b>Monthly:</b> The principal will meet with the resource specialist and/or the classroom teacher to assess the progress of students with IEPs. Adjustments will be made to instruction as needed.	<b>No cost associated with this strategy</b>

**INTV SCHOOL GOAL:** Rio Plaza will continue systematic Response to Intervention to address the needs of students in Tier 1, 2, and 3. Students will have access to support from regular classroom and support staff in specific areas of need identified through multiple measures and the IPT/IEP process for students to attain academic proficiency in ELA and mathematics.

<b>What data did you use to form this goal?</b>  CAASPP, CELDT, IPT, RTI progress monitoring data, benchmarks, BPST, Star Reading, Accelerated Reader, and LRP data	<b>What were the findings from the analysis of this data?</b>  Analysis of the data provided a list of students who are working below grade level, at grade level, and above grade level; and those who are not making necessary progress to move to grade level standards.	<b>How will the school evaluate the progress of this goal?</b>  The school will use pre and post assessments and various progress monitoring tools to gauge student progress.
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**STRATEGY 1:** Intervention teachers will provide support to all grade levels during Target Time and to selected grade levels during ELD.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2016-2017 school year</p> <p>Using the cycle of inquiry model, implement the reading intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.</p>	<p>Robert Guynn, Principal; Classroom Teachers; Intervention Teachers</p>	<p><b>Daily:</b> Provide additional reading intervention for below basic, far below basic, and beginning/intermediate CELDT level students</p> <p><b>Weekly:</b> Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.</p> <p><b>Monthly:</b> Continue cycle of inquiry with all staff: monitor program implementation and analyze student data at the end of each grade marking period.</p> <p><b>Quarterly and Annually:</b> Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met.</p>	<p><b>LCFF \$25,300</b></p> <p>1 intervention teacher (1 x \$46/hr x 5.5hrs/day x 100 days)</p>

**STRATEGY 2:** Supplemental materials, programs and curriculum will be used for intervention.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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2016-2017 school year  Rio Plaza will use existing SBE adopted supplemental materials for intervention instruction and purchase new or replacement materials as needed.	Robert Guynn, Principal; Classroom teachers; Resource teacher	<b>As Needed:</b> As identified by the classroom teacher or intervention teacher, Rio Plaza will purchase the appropriate supplemental materials and supplies for instruction in the intervention classroom.	<b>Refer to ELA Goal 1, Strategy 8 for shared cost and funding source</b>
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**STRATEGY 3:** Substitute teachers will be used for classroom teachers to attend data meetings.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Substitute teachers will be used to relieve teachers in the classroom for data meetings to discuss student performance.	Robert Guynn, Principal	Rio Plaza will conduct data meetings to discuss student performance based upon various assessments and records such as IPT, bench marks, and intervention or ELD.	<b>Refer to ELA Goal 1, Strategy 5 for shared cost and funding source</b>

**STRATEGY 4:** Staff will attend appropriate professional development opportunities to enhance their skills to support students in reaching or exceeding grade level standards.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  As needed and determined by individual or school wide needs, teachers will attend professional development	Robert Guynn, Principal; Classroom teachers; Resource teacher; support staff	<b>As needed:</b> As determined by individual or school wide needs, teachers, administration, and support staff will attend professional development to increase student achievement in the areas of ELA and mathematics, ELD, or intervention.	<b>Refer to ELA Goal 2, Strategy 1 for shared cost and funding source</b>

to increase student achievement in the areas of ELA and mathematics, ELD, or intervention.			
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**ASP SCHOOL GOAL:** Align instruction in the after-school program to support the highest need students in achieving academic gains in English language arts and mathematics.

<p><b>What data did you use to form this goal?</b></p> <p>CAASPP, CELDT, IPT, RTI Progress monitoring, STAR Reading, STAR Math and Accelerated Reader data</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Analysis of the data provided a list of students who are working below grade level, and who are not making necessary progress to move to grade level performance.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>The school will use pre and post assessments and various progress monitoring tools to gauge student progress.</p>
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**STRATEGY 1:** The school will use an after-school program liaison to provide coaching and support to after school employees and to assist in the alignment of instruction between the regular school day and after school.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>2016-2017 school year</p> <p>The After-School Program Liaison (ASPL) will assist after school staff in aligning instruction with the regular day and with implementing</p>	<p>After School Program Liaison</p>	<p><b>Monthly:</b> The After-School Program Liaison will conduct walkthroughs and meet with identified staff members to provide technical assistance for increasing student achievement in ELA. The ASPL will meet with the program coordinator to align instruction with the regular school day,</p> <p><b>As Needed:</b> The ASPL will meet with new staff to</p>	<p><b>Centralized services</b></p>

instruction in the program.		develop the necessary skills in order to deliver quality instruction.	
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**STRATEGY 2:** The After-School Program Coordinator (ASPC) will plan and implement curriculum in the after-school program which is aligned with the regular school day.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The After-School Program Coordinator (ASPC) will plan and implement curriculum in the after school program which is aligned with the regular school day.	After School Program Liaison; After School Program Coordinator	<p><b>Monthly:</b> The ASPL and ASPC will meet monthly to discuss the program, its effectiveness, training needs, alignment to the regular school day, and other elements as determined by walkthroughs and staff meetings.</p> <p>The ASPC will attend district level coordinator meetings.</p> <p><b>Weekly:</b> The ASPC will meet with staff to plan and implement instruction.</p> <p><b>Daily:</b> The ASPC will monitor the implementation of the program through staff interaction and classroom walkthroughs.</p>	<b>Centralized services</b>

**STRATEGY 3:** Youth Development Specialists (YDS) will deliver instruction, enrichment, and provide homework assistance to students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>2016-2017 school year</p> <p>Youth Development Specialists (YDS) will deliver instruction, enrichment, and provide homework assistance to students.</p>	<p>After School Program Liaison; After School Program Coordinator</p>	<p><b>Daily:</b> The YDS will deliver instruction, support, and enrichment activities to students to increase student achievement in ELA and mathematics.</p>	<p><b>Cost determined by the Boys &amp; Girls Club</b></p>
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**STRATEGY 4:** The Boys and Girls Club will provide supervisory and clerical support to school level employees.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>2016-2017 school year</p> <p>The Boys and Girls Club will provide supervisory and clerical support to school level employees.</p>	<p>Boys and Girls Club Director</p>	<p><b>As Needed:</b> The After-School Program Specialist will communicate with the ASPC to implement various programs to increase student achievement in ELA and mathematics and to provide enrichment opportunities to students.</p> <p><b>Daily:</b> The Director of After School Programs will oversee and be responsible for the operation of the after-school program.</p>	<p><b>Cost determined by the Boys &amp; Girls Club</b></p>

**STRATEGY 5:** The Boys and Girls Club will provide necessary classroom materials and supplies to support classroom instruction, homework assistance, and enrichment activities.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
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<p>2016-2017 school year</p> <p>Rio Plaza will provide necessary classroom materials and supplies.</p>	<p>After School Program Coordinator</p>	<p><b>As Needed:</b> The ASPC will determine the material needs of the program to implement curriculum and enrichment activities to students.</p> <p>The ASPC will submit requisitions to the principal for approval.</p>	<p><b>ASES \$3,850</b> for materials</p>
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**STRATEGY 6:** The After-School Program Coordinator will use a Boys and Girls Club cell phone and wireless card for communication with staff, parents, and community members.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>2016-2017 school year</p> <p>The After-School Program Coordinator will be provided with a cell phone and wireless access card.</p>	<p>Boys and Girls Club Director</p>	<p><b>As Needed:</b> The ASPC will use the cell phone to communicate with office personnel, staff, parents, and community while conducting after school program business. The data card is used to connect to the internet to process emails, obtain resources necessary to support staff in delivering instruction to students.</p>	<p><b>Cost determined by the Boys &amp; Girls Club</b></p>

**STRATEGY 7:** The program will provide field trips to enrich academics, physical fitness, and community service experiences.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>2016-2017 school year</p> <p>The program will provide field trips to enrich student experiences.</p>	<p>After School Program Coordinator</p>	<p><b>As Scheduled:</b> Field trips will be provided to enrich academics, physical fitness, and community service experiences as determined by staff.</p>	<p><b>Cost determined by the Boys &amp; Girls Club</b></p>

**STRATEGY 8:** The program will provide training and professional development to all afterschool program staff members in order to increase student safety and achievement in English language arts and mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The program will provide professional development to all staff members.	After School Program Liaison; After School Program Coordinator	<b>As Scheduled:</b> Staff will attend training and professional development at the site, district, and county as required.	<b>Cost determined by the Boys &amp; Girls Club</b>

**STRATEGY 9:** Business Services will deduct the appropriate Boys and Girls Club operating expenses and indirect costs as required by state regulations.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Operating expenses and indirect costs will be deducted.	Marcia Nudd, Fiscal Services	<b>July 1, 2013 – June30, 2014:</b> Boys and Girls Club operating expenses and indirect costs will be deducted before the end of the fiscal year.	<b>Cost determined by the Boys &amp; Girls Club budget and legal requirements</b>

**SAFE ENVIRONMENT SCHOOL GOAL:** The school will educate all students in a safe and secure environment in order to increase student achievement in all content areas.

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?
California Department of Education Suspension, Expulsion, and Truancy Rate	Rio Plaza is a safe environment for students with suspension, expulsion, and truancy rate	The school will evaluate attendance rate, truancy rate, suspension, and expulsion

report.	at nearly zero.	data.
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**STRATEGY 1:** Rio Plaza will use a counselor to assist students in need of emotional support and to administer positive programs on campus.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The counselor will assist the school with students who need emotional support and administer positive student programs.	Robert Guynn, Principal; Counselor	<b>Weekly:</b> The counselor will meet with selected students to support their emotional needs to create a safe campus environment for them.  <b>As Needed:</b> The counselor will administer positive programs on campus such as Peace Builders, Drug Free, and other programs to promote positive behavior and teamwork.	<b>No cost associated with this strategy</b>

**STRATEGY 2:** Rio Plaza will use a Student Support Specialist to assist parents and students regarding the health and safety of students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The student support specialist will assist the school with families who require assistance with health issues.	Robert Guynn, Principal; Student Support Specialist	<b>Weekly:</b> The Student and Family Support Specialist (SSS) will assist students with injuries and illnesses and determine the appropriate course of action to remedy the situation.  <b>As Needed:</b> The SFSS will contact and consult with families as required to assist them with the health and well-being of their child.	<b>LCFF \$4,983</b> for payroll

**STRATEGY 3:** Rio Plaza will use behavior statistics to identify negative behavior trends, and identify and implement solutions.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The school will analyze behavior incidents on a monthly basis.	Robert Guynn, Principal; Teachers	<p><b>Monthly:</b> The principal and teachers will analyze monthly reports regarding inappropriate behavior trends and work with teachers to reverse the behavior. Data will also be analyzed during leadership and regular staff meetings.</p>	<p><b>No cost associated with this strategy</b></p>

**STRATEGY 4:** Rio Plaza will review attendance statistics to identify students who are not at or above 96.5% and work with families to increase attendance.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The school will review monthly attendance reports to identify students with excessive absences.	Robert Guynn, Principal; Teachers; Office manager	<p><b>Monthly:</b> The Office Manager will run and print the attendance reports.</p> <p>The principal will review the attendance reports and consult with staff regarding low attendance rates for students. The staff will identify solutions to increase attendance.</p> <p><b>As Needed:</b> Meetings such as SART will be held with parents to address negative attendance statistics. Solutions will be generated to remedy negative attendance.</p> <p>Meetings with families and teachers may be needed to address ongoing concerns and to keep parents accountable for positive attendance.</p>	<p><b>No cost associated with this strategy</b></p>

**STRATEGY 5:** Rio Plaza will award students, teachers, and grade levels for high attendance rates.



Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2016-2017 school year</p> <p>Rio Plaza will have attendance incentives to increase student attendance rates.</p>	<p>Robert Guynn, Principal; Teachers; Office manager</p>	<p><b>Monthly:</b> The Office Manager will run and print the attendance reports.</p> <p>The principal will review the attendance reports and identify the primary and secondary class with the highest attendance. The classes with the highest attendance will earn the attendance flags for the month.</p> <p>The Principal will conduct a monthly Principal's Recess for students in all grade levels who have perfect attendance for each attendance period.</p>	<p><b>No cost associated with this strategy</b></p>

**STRATEGY 6:** Rio Plaza will recognize students for exhibiting Peace Builder behavior to promote a safe school environment to increase student achievement in ELA and mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2016-2017 school year</p> <p>The school will recognize students who exhibit Peace Builder behavior.</p>	<p>Robert Guynn, Principal; Teachers; Office staff; Support staff</p>	<p><b>Daily:</b> Students are recognized for exhibiting Peace Builder behavior on campus. Students earn Charger Bucks which can be redeemed for incentives in the Charger Store.</p> <p><b>Weekly:</b> Students can redeem their Charger Bucks for incentives in the Charger store.</p>	<p><b>LCFF \$2,000</b></p>

**STRATEGY 7:** Rio Plaza will recognize students for meeting or exceeding their reading goals to increase literacy skills and improve student performance in ELA and mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>2016-2017 school year</p> <p>The school will recognize students who meet or exceed their reading goals</p>	<p>Robert Guynn, Principal; Teachers; Office Manager</p>	<p><b>Monthly:</b> Teachers will submit the names of students who meet their monthly reading goal.</p> <p>The Office Manager will create the Charger Reader Certificates for each student.</p> <p>The Principal will award these certificates to the appropriate students each month during individual classroom ceremonies to promote reading to increase literacy and student achievement in ELA and mathematics.</p>	<p><b>LCFF \$6,500</b></p>
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**STRATEGY 8:** Rio Plaza will purchase equipment and supplies for the Principal’s Recess perfect attendance award program to promote student achievement in ELA and mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2016-2017 school year</p> <p>The school will purchase equipment and supplies for the school’s perfect attendance award program.</p>	<p>Robert Guynn, Principal</p>	<p><b>As Needed:</b> The principal will purchase equipment and supplies for the perfect attendance recess for students who have perfect attendance for each reporting period.</p>	<p><b>LCFF \$1,000</b></p>

**PARENT ENGAGEMENT SCHOOL GOAL:** The school will engage parents and families in various activities and support groups throughout the year in order to support student achievement in English language arts and mathematics.

<p><b>What data did you use to form this goal?</b></p> <p>Title I Non-Regulatory Guidance</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>The school must provide the opportunity to be involved in the school environment to support their student for academic success.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>The school will use sign-in sheets from committee meetings, calendar of events, and meeting notes to show parent involvement.</p>
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**STRATEGY 1:** Rio Plaza will form and conduct School Site Council (SSC) meetings in accordance with all Federal Title I and state requirements related to parent involvement and fiscal responsibility.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Rio Plaza will conduct SSC meetings throughout the school year to meet all required elements required by law.	Robert Guynn, Principal; SSC President	<p><b>5 times per year (minimum):</b> Rio Plaza will conduct SSC meetings to encourage parent participation in the success of our students to raise student achievement.</p> <p>SSC members will periodically review the accuracy of the Single Plan for Student Achievement.</p> <p>SSC members will participate in the district level Parent Advisory Committee.</p>	<p><b>No cost associated with this strategy</b></p>

**STRATEGY 2:** Rio Plaza will form and conduct English Language Advisory Committee (ELAC) meetings in accordance with all Federal Title I, Title III and state requirements related to parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Rio Plaza will conduct ELAC meetings throughout the school year to meet all required elements required by law.	Robert Guynn, Principal; Teacher liaison	<p><b>5 times per year (minimum):</b> Rio Plaza will conduct ELAC meetings to encourage parent participation in the success of our EL students to raise student achievement.</p> <p>ELAC members will review the Single Plan for Student Achievement and provide input to the SSC.</p> <p>ELAC members will participate in the district level English Language Advisory Committee.</p>	<p><b>No cost associated with this strategy</b></p>

**STRATEGY 3:** Rio Plaza will hold monthly Family Nights to encourage further parent participation in school events and programs related to student achievement in ELA and mathematics and to meet all Title I requirements of parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Rio Plaza will conduct Family Game Nights monthly.	Robert Guynn, Principal, Teacher Liaison; After school coordinator	<b>Monthly:</b> Rio Plaza will conduct Family Nights to encourage greater participation of families in school events and programs related to student achievement.	<b>Title I \$500</b> for incentives and refreshments

**STRATEGY 4:** Rio Plaza will conduct various clinics and community outreach events to encourage family participation in school events and programs related to student achievement in ELA and mathematics and to meet all Title I requirements of parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Rio Plaza will conduct various clinics and community outreach events to encourage family participation.	Robert Guynn, Principal	<b>As Scheduled:</b> Rio Plaza will establish and work with community partners to reach out to the community to meet their needs and encourage participation in school events and programs related to student achievement.	<b>LCFF \$200</b> for supplies and refreshments

**STRATEGY 5:** Rio Plaza will conduct PTA sponsored events to encourage family participation in school events and programs related to student achievement in ELA and mathematics, raise funds for supplemental activities and to meet all Title I requirements of parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>2016-2017 school year</p> <p>Rio Plaza will conduct regular PTA meetings and hold PTA sponsored events throughout the year to encourage family participation.</p>	<p>Robert Guynn, Principal; PTA President; Teacher Liaison</p>	<p><b>Monthly:</b> Rio Plaza will conduct regular PTA meetings to plan and reflect upon event success.</p> <p><b>As Scheduled:</b> The PTA will hold sponsored events throughout the year to encourage family participation and raise funds for student events, projects, awards, rewards, and outings related to student achievement.</p>	<p><b>No cost associated with this strategy</b></p>
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**STRATEGY 6:** Rio Plaza will conduct Unorganized ASB sponsored events to encourage family participation in school events and programs related to student achievement in ELA and mathematics, raise funds for supplemental activities, and to meet all Title I requirements.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2016-2017 school year</p> <p>Rio Plaza will conduct UASB meetings and hold sponsored events throughout the year to encourage family participation.</p>	<p>Robert Guynn, Principal; Teacher liaison</p>	<p><b>As Scheduled:</b> Rio Plaza will conduct unorganized ASB (UASB) meetings (to plan and reflect upon event success) and hold UASB sponsored events throughout the year to encourage family participation and raise funds for special projects and student events and programs related to student achievement.</p>	<p><b>LCFF \$500</b> for substitutes for teacher liaison</p>

**STRATEGY 7:** Rio Plaza will conduct Family Literacy events to encourage family participation in activities related to student achievement in ELA and to meet all Title I requirements.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>2016-2017 school year</p> <p>Rio Plaza will conduct Family Literacy events throughout the year to encourage family participation.</p>	<p>Robert Guynn, Principal; Teachers; After school coordinator</p>	<p><b>As Scheduled:</b> Rio Plaza will schedule Family Literacy events throughout the year to engage parents and students in reading, storytelling, and projects/programs based around literature.</p>	<p><b>Title I \$500</b> for refreshments, prizes, and translators</p>
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**STRATEGY 8:** Rio Plaza will conduct Parent/Teacher Conferences for students who are performing below grade level.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>October, December, and March</p> <p>Rio Plaza will conduct Parent/Teacher Conferences</p>	<p>Robert Guynn, Principal; Teacher liaison</p>	<p><b>October, December, and March:</b> At minimum, teachers will meet with parents of students who are performing below grade level and programs to create a partnership with parents to boost student achievement.</p> <p><b>October, December, and March:</b> Rio Plaza will schedule translators for teachers who require Spanish or Mixteco translation services during parent/teacher conferences to create a partnership with parents to boost student achievement.</p>	<p><b>LCFF \$1000</b> for interpreters to assist non-English speaking parents meeting with English only speaking teachers</p>

## PROGRAMS INCLUDED IN THIS PLAN

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

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

State Programs	Allocation
<input type="checkbox"/> <b>California School Age Families Education</b> Purpose: Assist expectant and parenting students to succeed in school	\$0
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$0
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$0
<input type="checkbox"/> <b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$0
<input type="checkbox"/> <b>Professional Development Block Grant</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0
<input type="checkbox"/> <b>Pupil Retention Block Grant</b> Purpose: Prevent students from dropping out of school	\$0
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant</b> Purpose: Improve library and other school programs	\$0
<input type="checkbox"/> <b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$0
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$0
<input checked="" type="checkbox"/> <b>After School Education and Safety Program</b>	\$112,050

<input checked="" type="checkbox"/> <b>Local Control Funding Formula</b>		\$141,500
Total amount of state categorical funds allocated to this school		\$253,550
<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)		\$35,376
<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).	\$1000	
<input 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)	\$0	
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals		\$0
<input 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		\$0
<input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$0
<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$0
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$0
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$0
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$0
Total amount of federal categorical funds allocated to this school		\$35,376
Total amount of state and federal categorical funds allocated to this school		\$288,926

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



## 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>1</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Robert Guynn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amanda Samaniego	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martha Sheppard	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katie Riggs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nataly Zamudio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tanya Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Regina Vasquez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Peggy Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maria Ricardez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sonia Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

## 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

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

English Learner Advisory Committee

Name (printed) Consuelo Salano Signature 

Special Education Advisory Committee

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Gifted and Talented Education Advisory Committee

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

District/School Liaison Team for schools in Program Improvement

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Compensatory Education Advisory Committee

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Departmental Advisory Committee (secondary)

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Other committees established by the school or district (list)

Name (printed) \_\_\_\_\_ 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: January 25, 2016.

Attested:

Robert Guynn

Typed name of School Principal

Regina Vasquez

Typed name of SSC Chairperson



Signature of School Principal

Regina Vasquez

Signature of SSC Chairperson

3/2/17

Date

3/2/17

Date