

# Single Plan for Student Achievement 2017-18

Rio Lindo Elementary School



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## The Single Plan for Student Achievement

School: Rio Lindo Elementary School

District: Rio School District

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

Principal: Veronica Rauschenberger

Date of this revision: February 12, 2018

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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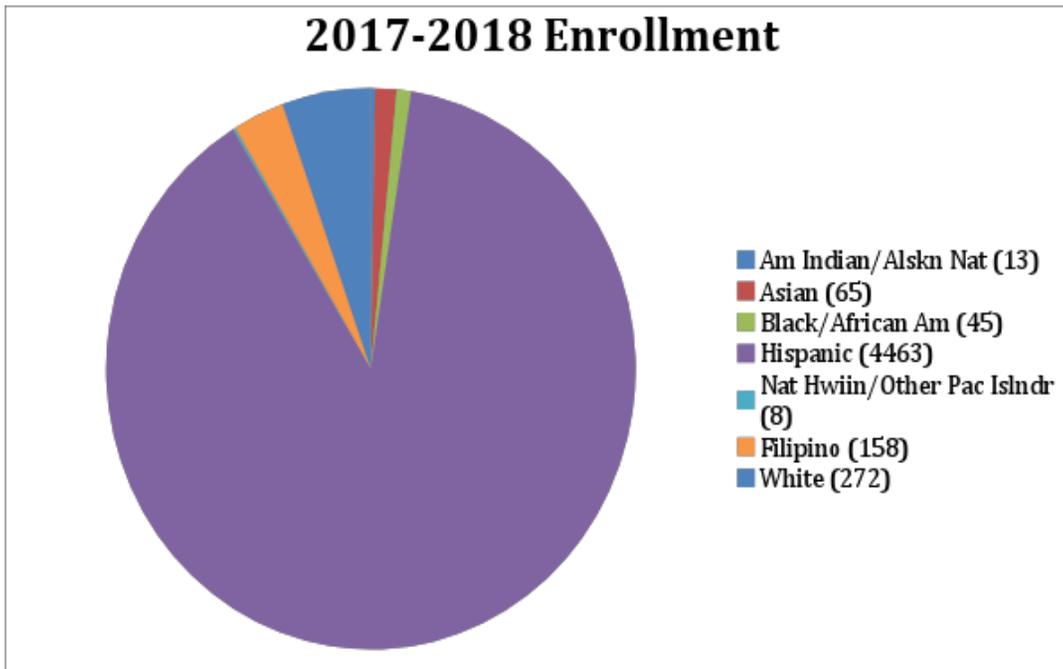
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## DISTRICT PROFILE

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

Approximately 5100 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-four languages are represented in the district. Forty-six percent of RSD students are identified as English Language Learners Language Learners, 44% of whom speak Spanish as their primary language.

During the 2017-2018 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 164 students with IEP’s for Specific Learning Disabilities, 93% were Hispanic; of the 286 students with IEPs for Speech and Language, 87% were Hispanic.

As illustrated in the chart, the percentage of Hispanic students in the district was approximately 87.68%.

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. One hundred percent of teachers are credentialed to teach in their subject area and hold the appropriate English Learner authorization allowing services to be provided to English Learners.

The district maximum class size in Transitional and Traditional Kindergarten is 24 students, 1st grade is 26, 2nd and third grade is 30, 4th-8th grade is 31.

### **Needs Assessment Process**

The Rio School District conducted a review of the nine Essential Program Components, but perhaps more importantly, analyzed the demands of state standards to include the Common Core and the district's current capacity to effectively deliver high quality instruction. The goal of the process is to continuously improve instructional practices and to deepen the understanding of Common Core practices necessary to provide ALL students access to a robust course of study.

Rio School District continues to craft 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 goals and strategies (captured in the Local Control Accountability Plan) designed to improve student outcomes and college and career readiness.

### **Rio School District Goals**

The goals 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 Local Control Accountability (LCAP) Local Education Plans and the California Assessment of Student Progress and Performance (CAASPP).

#### **Local Control Accountability Plan Goals**

Goal 1: Improve 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.

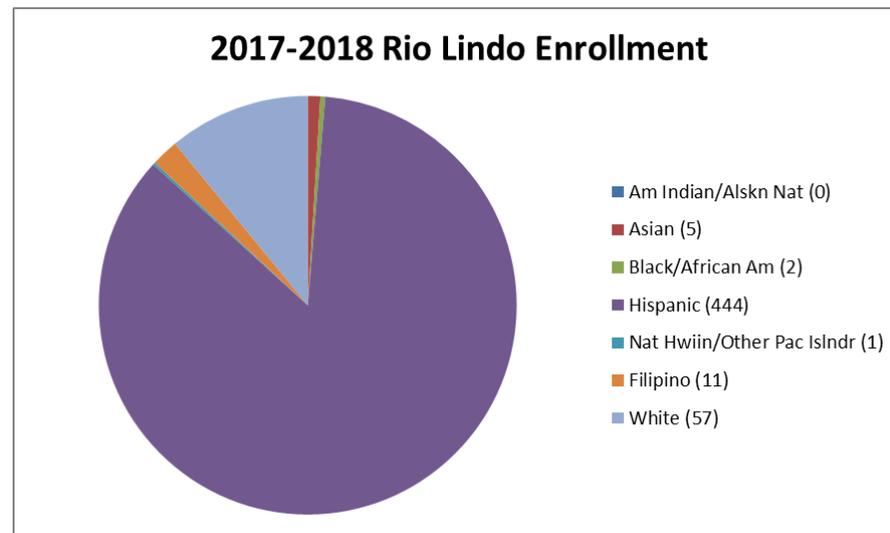
### Rio Lindo School Profile

The mission of the Rio School District and Rio Lindo School educate learners to thrive in the 21<sup>st</sup> century.

Approximately 525 students attend Rio Lindo School. The distribution of the school is diverse, as represented in the chart below. All students receive free breakfast and lunch due to high number of socio-economically disadvantaged population. Nineteen languages are represented in the district.

Approximately 50% of Rio Lindo students are identified as English Learners (ELLs), 47% of whom speak Spanish as their primary language.

All teachers at Rio Lindo have a B.A. and 70% of the teachers a M.A.



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### Needs Assessment Process

Rio Lindo conducted a review of the CAASPP, Star Reading and Math, district benchmark data and teacher created assessments, but perhaps more importantly, analyzed the demands of the Common Core State Standards and the district's goals and priorities. The goal of the process was to reflect on current instructional practices and systematize a tiered intervention program, while increasing understanding around the CCSS instructional shifts, ELD standards shifts, grade level expectations, and shifts in practice that will be necessary to provide ALL students access to a robust course of study.

Rio Lindo encourages and supports the district's collaborative system that includes participation in 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. The Rio Lindo leadership team and grade level teachers worked collaboratively to create a plan designed to not only refine current practice, but to systematically transition to the demands of the new Common Core State Standards (CCSS) and ELD standards.

The principal, teacher leaders, School Site Council members, and English Language Advisory Council members reviewed State and Local Assessment data. Based upon achievement trends, we have done the following:

- Established a teacher leadership team
- Established School Site and English Learner Advisory Councils
- Participate in and support teacher professional development
- Integrated the use of inquiry, technology and integrated language supports into the daily curriculum design
- Developed a series of interventions, modeled after our county Response to Intervention model, designed to help struggling learners

### **Needs and Data Analysis**

In the absence of Adequate Yearly Progress and Academic Performance Index indicators and the state's transition to a new assessment model (i.e. CAASPP/SBAC), local assessment data results and limited state assessments were utilized to develop school wide goals, actions, strategies and allocation of resources. After analyzing local assessment data, it is clear that improvement in reading and math achievement is necessary for all subgroups, including Socioeconomically Disadvantaged students, Hispanic or Latino students, Students with Disabilities, and English Learners.

Rio Lindo receives supplemental funds and provides services that support the academic achievement levels of students. Additional supports are provided through professional development and health and guidance services. Parents of children being served have the opportunity to participate in the design and implementation of the program through activities such as developing parental involvement policies and compacts; parent-teacher conferences; parent training and literacy; participating as classroom volunteers, tutors, aides, etc.

The effectiveness of Rio Lindo's program is evaluated by the SSC:

#### **Strengths:**

- Rio Lindo School established a collaborative system to carry out district and site initiatives. The site leadership team, comprised of grade level teacher leaders, supported initiative implementation.
- Professional learning was developed during staff meeting days and inservice days.
- The Intervention Progress Team monitored and supported student learning and outcomes.
- Differentiated learning occurred on many levels. Students with IEP and 504 plans were provided specialized instruction and/or accommodations. Teachers scaffolded lessons to meet individual needs.
- Kindergarten classes received two hours of extra support on a daily basis from a credentialed hourly teacher. This allowed for individualized instruction and small group targeted instruction on a daily basis.
- Technology and one-to-one devices have supported learning and access to relevant information. Students and teachers continue to acquire skills.
- The percentage of students reaching proficiency in math and language arts increased at testing grade levels.
- The Student Council and ELAC members continue to take on leadership roles in the school and at district meetings.
- Understanding of the 5Cs (Critical thinking, Collaboration, Communication, Creativity, and Caring) is improving and signs of implementation can be seen in classrooms

**Needs:**

- Each subgroup (Hispanic or Latino, Socioeconomically Disadvantaged, and English Learner subgroups) did not make adequate growth in attaining proficiency in ELA or math according to most recent state and local assessments.
- The number of students reading and understanding books read outside of the core curriculum is noted as an area of need.
- Increase average reading level on books read by students in the Accelerated Reader program.
- Provide additional intervention during and after school.
- Incorporate 5 Cs (Critical thinking, Collaboration, Communication, Creativity, and Caring) activities into weekly lessons.
- Continue with CCSS (Common Core State Standards) implementation in grades K-5.
- Develop the understanding the California ELA/ELD Framework and ELD state standards through professional development

**Annual Evaluation of Title- 1 Activities**

<p><b>SCHOOL GOAL #1 : English-language Arts.</b></p> <p>For the 2016–17 school year, all students will improve reading performance by 1.0 grade-level equivalent (GE) as measured by the Accelerated Reader STAR Reading Report. The school will refine a systematic approach to tiered intervention (Response to Intervention) to help address the needs of struggling readers. Ongoing support and professional development for Common Core ELA goals and expectations</p>	<p>Desired Outcome:</p> <p>The Percentage of students who Met or Exceed on the CAASPP will increase</p> <p>Percentage of English learners achieving increased performance on the</p>	<p>Result:</p> <p><u>CAASPP Results by cohort</u></p> <p>5th grade cohort: 32.56% of students Met or Exceeded in 2017, a 9.56% increase from 23% in 2016</p> <p>4th grade cohort: 21.06% of students Met or Exceeded in 2017, a</p>
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<p>will continue to support and align instructional practices that will increase student success in their core ELA instruction.</p> <p><b>Language Learners:</b> Ongoing support and professional development for Common Core ELA goals and expectations continue to support and align instructional practices that will increase student success in their core ELA instruction.</p>	<p>California English Language Development Test (net percentage change in category ranking from below intermediate to intermediate or above).</p>	<p>decrease from 27% in 2016</p> <p>3rd grade, base year for testing: 27.5% of student Met or Exceeded in 2017; previous year was 27%</p> <p>English Learner Progress indicator for 2017 was 69% and in 2016 was 64.7%</p>
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<p>Implementation of Activities</p>	
<p>Activities that worked well for us:</p>	<p>Activities that we would like to continue, with minimal modifications:</p>
<ul style="list-style-type: none"> <li>• Provided collaboration time to reflect on Star Reading, Accelerated Reader and technology needs</li> <li>• Hire and train hourly teachers to provide intervention and support to K-5 students</li> <li>• Response to Intervention Program; Tiered Reading Intervention</li> <li>• IPT Parent Support and Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Provide incentives for students and teachers for meeting reading goals</li> <li>• Provide professional development for foundational reading skills instruction</li> </ul>
<p>Activities that we would like to continue but require significant modification:</p>	<p>Activities that we will eliminate:</p>
<ul style="list-style-type: none"> <li>• Continue to provide of extra support to K-5 students by offering additional after school reading support</li> <li>• Support for increased level of text; ex. Chapter books</li> <li>• Support for planning and professional development for ELD</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<p><b>SCHOOL GOAL #2:</b> Math</p> <p>For the 2016–17 school year, student proficiency levels in Math will improve by 1.0 grade-level equivalent as measured by district assessments and the StarMath Report. The number of students scoring below standard in grade 3-5 will decrease by 5% as measured by CAASPP math scores school wide. Ongoing support and professional development for Common Core Math goals and expectations will continue to support and align instructional practices that will increase student depth of knowledge in math.</p>	<p><b>Desired Outcome:</b></p> <p>One grade equivalent year of growth for all students</p> <p>The number of students who meet/exceed math proficiency levels will increase as determined</p>	<p><b>Result:</b></p> <p>5th grade cohort: 26.43% of students Met or Exceeded in 2017 ; 23% of the same cohort Met or Exceeded in 2016; an increase of 3.4%</p> <p>4th grade cohort: 40.26% of students Met or Exceeded in</p>
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	by the CAASPP.	2017; 29% of the cohort Met or Exceeded in 2016; an increase of 11.26%  3rd grade, base year for testing: 27.5% Met or Exceeded Proficiency in 3rd Grade; previous year was 29%
<b>Implementation of Activities</b>		
Activities that worked well for us:		Activities that we would like to continue, with minimal modifications:
<ul style="list-style-type: none"> <li>Technology integration</li> <li>After school tutoring that targeted socioeconomically disadvantaged and EL students in 4th grade</li> <li>IPT parent support and monitoring</li> </ul>		<ul style="list-style-type: none"> <li>Hold a parent involvement event that demonstrates ways for parents to support math achievement at home</li> <li>Professional development and collaboration planning time for math adoption</li> </ul>
Activities that we would like to continue but require significant modification:		Activities that we will eliminate:
<ul style="list-style-type: none"> <li>Analyze STAR math achievement with data teams and the site leadership team to determine course corrections.</li> <li>Professional Development; with a math focus on instructional strategies</li> <li>Intervention support in math</li> </ul>		<ul style="list-style-type: none"> <li>None</li> </ul>

<b>Goal #3:English Language Development.</b> By June 2017, 100% of English Learners will score 1 level higher on the CELDT.	<b>Desired Outcome:</b> The percentage of English learners achieving the early advanced or advanced performance levels on the California English Language Development Test (CELDT) will increase. The percentage of English learners meeting or exceeding on the CAASPP will increase.	<b>Result:</b> In the 16-17 school year 52.83% of EL students increased at least one proficiency level on the CELDT;in the 15-16 school year 44.90% increased at least one proficiency level  CAASPP English Learner
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		Progress indicator for 2017 was 69% and in 2016 was 64.7%
<b>Implementation of Activities</b>		
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:	
<ul style="list-style-type: none"> <li>• Response to Intervention Program</li> <li>• IPT Parent Support and Monitoring</li> <li>• Tiered Intervention based on Reading Results</li> <li>• Title I and ELAC parent meetings</li> </ul>	Parent involvement activities that include Annual Title I meetings to educate parents on school goals	
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:	
<ul style="list-style-type: none"> <li>• Planning time for ELD</li> <li>• Professional development and support for reclassification</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>SCHOOL GOAL #4: Safety and Attendance</b> Rio Lindo students will feel safe and connected to school, resulting in a positive impact to school attendance; increasing rates from 95.63% to 96%.	<b>Desired Outcome:</b>  An increase in attendance rates to 96%.  Students will reports of positive connections to school through school and district surveys.	<b>Results:</b>  Overall attendance rates remained consistent 95.30%
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Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
<ul style="list-style-type: none"> <li>• Hold trimester assemblies that emphasize positive behavior and character development</li> <li>• Provide attendance incentives</li> <li>• Counselor services for groups and individuals</li> <li>• Monitoring of excessive absences</li> <li>• Extra curricular activities; ex. Chess, Math Club, Hip Hop, Art, etc.</li> <li>• Weekly counselor character building lessons</li> <li>• After school program (ASES grant)</li> </ul>	<p>Parent involvement activities that include Annual Title I , SSC and PTA meetings to educate parents on school goals</p> <p>Attendance Recovery outreach</p>
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
<ul style="list-style-type: none"> <li>• Reward classes for meeting monthly attendance goals in the form of a contest</li> <li>• Develop counselor role to support attendance</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

California Achievement of Student Progress & Performance

English Language Arts

	3 <sup>rd</sup> Grade 2015	3 <sup>rd</sup> Grade 2016	3 <sup>rd</sup> Grade 2017	4 <sup>th</sup> Grade 2015	4 <sup>th</sup> Grade 2016	4 <sup>th</sup> Grade 2017	5 <sup>th</sup> grade 2015	5 <sup>th</sup> Grade 2016	5 <sup>th</sup> Grade 2017
Standard Exceeded	5%	8%	15.0%	17%	10%	10.53%	9%	13%	9.3
Standard Met	16%	19%	12.5%	19%	13%	10.53%	21%	27%	23.26
Standard Nearly Met	30%	29%	32.5%	21%	26%	28.95%	22%	22%	25.58
Standard Not Met	49%	43%	40.0%	43%	51%	50.0%	48%	38%	41.86

Mathematics

	3 <sup>rd</sup> Grade 2015	3 <sup>rd</sup> Grade 2016	3 <sup>rd</sup> Grade 2017	4 <sup>th</sup> Grade 2015	4 <sup>th</sup> Grade 2016	4 <sup>th</sup> Grade 2017	5 <sup>th</sup> Grade 2015	5 <sup>th</sup> Grade 2016	5 <sup>th</sup> Grade 2017
Standard Exceeded	4%	3%	10.0%	12%	5%	15.58%	4%	13%	11.49%
Standard Met	18%	26%	17.5%	19%	18%	24.68%	15%	9%	14.94%
Standard Nearly Met	34%	33%	33.75%	39%	32%	31.17%	21%	35%	25.29%
Standard Not Met	45%	38%	38.75%	30%	45%	28.57%	60%	44%	48.28%

Rio Lindo 2014/2015 vs 2015/2016

Grade	2014-15 CAASPP Math Pass	2014-15 CAASPP ELA Pass	2014-15 Math Pass District	2014-15 ELA Pass District	2015-16 CAASPP Math Pass	2015-16 CAASPP ELA Pass	2015-16 Math Pass District	2015-16 ELA Pass District	2016-17 CAASPP Math Pass	2016-17 CAASPP ELA Pass	2016-17 Math Pass District	2016-17 ELA Pass District
3	22%	21%	26%	22%	29%	27%	34%	30%	28%	28%	38%	28%
4	31%	36%	18%	23%	23%	23%	21%	23%	41%	22%	27%	27%
5	19%	30%	15%	25%	22%	40%	18%	33%	26%	32%	20%	31%

Rio Lindo Gate CAASPP

Grade 2015-16	GATE Status	2014-15 CAASPP ELA - n	2014-15 CAASPP ELA - %	2015-16 CAASPP ELA - n	2015-16 CAASPP ELA - %	2016-17 CAASPP ELA - n	2016-17 CAASPP ELA - %	2014-15 CAASPP Math - n	2014-15 CAASPP Math - %	2015-16 CAASPP Math - n	2015-16 CAASPP Math - %	2016-17 CAASPP Math - n	2016-17 CAASPP Math - %
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			Pass		Pass		Pass		Pass		Pass		Pass
3	GATE					3	100.0%					3	100%
3	Non-GATE	-	-	70	28.6%	77	24.7%	-	-	71	28.2%	77	24.7%
4	GATE	7	85.7%	7	71.4%	7	100.0%	7	100.0%	7	100.0%	7	100.0%
4	Non-GATE	66	12.1%	77	18.2%	69	13.0%	67	13.4%	76	15.8%	70	34/3%
5	GATE	14	85.7%	14	85.7%	9	88.9%	14	92.9%	14	78.6%	9	88.9%
5	Non-GATE	58	27.6%	62	30.6%	77	26.0%	58	19.0%	62	9.7%	78	19.2%
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 Lindo 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	2016-17 CAASPP ELA - n	2016-17 CAASPP ELA - % Pass	2014-15 CAASPP Math - n	2014-15 CAASPP Math - % Pass	2015-16 CAASPP Math - n	2015-16 CAASPP Math - % Pass	2016-17 CAASPP Math - n	2016-17 CAASPP Math - % Pass
3	EL	-	-	26	23.1%	38	13.2%	-	-	27	25.9%	38	15.8%
3	EO	-	-	42	31.0%	38	39.5%	-	-	42	31.0%	38	34.2%
3	RFEP	-	-	2	50.0%	4	50.0%	-	-	2	0.0%	4	75.0%
4	EL	35	14.3%	38	10.5%	29	10.3%	36	11.1%	37	18.9%	30	26.7%
4	EO	33	15.2%	39	28.2%	44	25.0%	33	24.2%	39	20.5%	44	45.5%
4	RFEP	5	80.0%	7	57.1%	3	66.7%	5	80.0%	7	57.1%	3	100.0%
5	EL	24	25.0%	26	26.9%	38	18.4%	24	12.5%	26	7.7%	39	15.4%
5	EO	38	42.1%	39	38.5%	40	35.0%	38	36.8%	39	25.6%	40	30.0%
5	RFEP	10	60.0%	11	81.8%	8	87.5%	10	70.0%	11	45.5%	8	62.5%
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 Lindo 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	2016-17 CAASPP ELA - n	2016-17 CAASPP ELA - % Pass	2014-15 SPP Math - n	2014-15 SPP Math - % Pass	2015-16 SPP Math - n	2015-16 SPP Math - % Pass	2016-17 SPP Math - n	2016-17 SPP Math - % Pass
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							<b>Pass</b>						
3	ASP	-	-	26	23.1%	22	27.3%	-	-	26	34.6%	22	27.3%
3	Non-ASP	-	-	44	31.8%	58	27.6%	-	-	45	24.4%	58	27.6%
4	ASP	20	10.0%	23	21.7%	25	16.0%	20	15.0%	22	9.1%	25	36.0%
4	Non-ASP	53	22.6%	61	23.0%	51	23.5%	54	24.1%	61	27.9%	52	42.3%
5	ASP	22	36.4%	22	36.4%	18	33.3%	22	36.4%	22	22.7%	18	27.8%
5	Non-ASP	50	40.0%	54	42.6%	68	32.4%	50	32.0%	54	22.2%	69	26.1%
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%		

California School Dashboard Data - More detailed data can be found at <https://www.caschooldashboard.org>

**Enrollment:** 542

**Socioeconomically Disadvantaged:**  
82.5%

**English Learners:**  
50.7%

**Foster Youth:** 0.7%

**Grade Span:** K-5

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Medium 1.7%	Increased +0.5%
<u>English Learner Progress (1-12)</u>		Medium 69%	Increased +4.3%
<u>English Language Arts (3-8)</u>		Low 43.4 points below level 3	Maintained +1.9 points
<u>Mathematics (3-8)</u>		<u>Low 41.3 points below level 3</u>	<u>Increased +9.4 points</u>

Performance levels:



**Number of Suspensions**

SCHOOL	2013-14	2014-15	2015-16	2016-2017
Rio Lindo	20	12	10	14

**2016-2017 Student Attendance Percentages**

	# of students	% of st. with 10 or more abs	% of st. with 18 or more abs
<b>Rio Lindo</b>	505	35.4%	10.7%

### **SCHOOL ATTENDANCE AVERAGE**

	Kdgn	1st	2nd	3rd	4th	5th	School Attendance Average
2016-17	94.53%	95.50%	95.27%	95.71%	95.08%	95.88%	95.30%
2015-16	95.03%	95.85%	95.96%	95.09%	95.87%	96.16%	95.63%
2014-15	94.38%	93.88%	94.35%	95.25%	96.34%	95.73%	94.95%

### **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 requirements of Adequate Yearly Progress (AYP).

- 1. English-language Arts.** By June 2018, the number of all students scoring Met or Exceeding Proficiency in grades 3-5 will increase by 5% as measured by CAASPP English Language Arts scores school wide. The leadership team will monitor and adjust the school's systematic approach to tiered intervention (Response to Intervention) in efforts to help address the needs of struggling readers.
- 2. Math.** By June 2018, the number of all students scoring Met or Exceeding Proficiency in grades 3-5 will increase by 5% as measured by CAASPP Math scores school wide.
- 3. English Language Learners.** For the 2017-18 school year, English Learners will demonstrate an increase in achievement levels on district benchmarks, Star Reading and the CAASPP. By June 2018, English Language students will complete the new ELPAC as a base year for assessment.
- 4. Attendance and School Connection.** Rio Lindo students will feel safe and connected to school, resulting in a positive impact to school attendance. Student attendance goals will increase and be maintained at 96%.
- 5. After-school Program:** The after school program will help improve attendance and school connectedness in a safe and constructive environment.

## Planned Improvements in Student Performance

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

**LEA Goal 1:** Improve student achievement at every school and every grade in all content areas.  
**LEA Goal 2:** Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning.  
**School Goal 1. English-language Arts.** By June 2018, the number of all students scoring Met or Exceeding Proficiency in grades 3-5 will increase by 5% as measured by CAASPP English Language Arts scores school wide. The leadership team will monitor and adjust the school’s systematic approach to tiered intervention (Response to Intervention) in efforts to help address the needs of struggling readers.

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?
<p>STAR Reading and CAASPP data</p>	<p><b>CAASPP Results by cohort</b></p> <p><b>5th grade cohort:</b> 32.56% of students Met or Exceeded in 2017, a 9.56% increase from 23% in 2016</p> <p><b>4th grade cohort:</b> 21.06% of students Met or Exceeded in 2017, a decrease from 27% in 2016</p> <p><b>3rd grade, base year for testing:</b> 27.5% of student Met or Exceeded in 2017; previous year was 27%</p> <p>English Learner Progress indicator for 2017 was 69% and in 2016 was 64.7%</p>	<p>Monthly Accelerated Reader reports</p> <p>STAR reading reports 3 times yearly for first graders and once per month for students in grades 2-5 that are performing below grade level</p> <p>Benchmark assessment results &amp; California Assessment of Student Performance &amp; Progress (CAASPP)</p>

**STRATEGY:**

**During 2017–18, the school will monitor a school-wide tiered ELA program to address the reading accuracy, fluency and comprehension needs which will include support for struggling readers and English learners as measured by district benchmark assessments, AR goals, Star Reading progress and teacher formative assessments. The Response to Intervention (RtI) team will monitor student progress through the IPT (Intervention Progress Teams) process. The RtI process will include Systematic Targeted Intervention, Counseling Services, increased library access with improved selection of material available for student and staff use, improved use of technology, increased access to online programs with a literacy focus and supplemental materials used for targeted instruction time.**

**Teachers will collaborate and participate in professional development relating to Common Core ELA and reading intervention. The grade level teams will meet to review the implementation and progress of the ELA Common Core standards, the RtI program, access to social/emotional supports and student access to literacy materials on technology accessibility to support literacy, communication, collaboration and critical thinking.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Intervention through the use of one “push-in” teacher	Teachers, Principal	<p>Push-in teacher support for TK/kindergarten and pull-out intervention teacher for 1st-5th grade; intervention and collaboration</p> <p>Plan and monitor a systematic approach to tiered intervention for Kindergarten through 5th grade during the school day. to ensure that all students have access and support to achieve academic proficiency in English Language Arts and Mathematics (Response to Intervention); Implement RtI and monitor students through IPT process; (1 per month substitute for IPT student meetings)</p> <p>Translator for parent meetings</p>	<p>LCFF Supp/Con 135 days X \$50 hourly X 5.5 hours X 3 teachers = \$111,375</p> <p>District \$74,250 Site 88 days; \$25,500</p> <p>Title I \$2,000</p>
Intervention curriculum support for	Principal Leadership	Leadership develops reading intervention program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate reading intervention programs and	

Target Time	Team Teachers	benchmark assessments. Plan professional development for grade level teams to implement RtI for ELA (12 substitutes for planning days/ grade level meetings) Purchase supplemental curriculum for the targeted intervention time; ex. leveled reading materials	Title I \$1,000
Complete assessments and identify struggling readers	Teachers	Reading Results: BPST and Leveled Reading Passages Star Reading Assessment Collect and analyze summative and formative data Identify and group students from each grade level for targeted intervention Extra time for formative assessments Kindergarten entry assessments (substitutes for grade level support with assessments)	Title I \$2,000
Review progress toward previous goals with leadership team.	Teachers Principal Counselor District Office Staff	Leadership Team analyzes benchmark data (12 substitutes for data analyzing days) and develop school goals aligned with Common Core State Standards. Purchase materials as needed	LCFF \$0
Professional Development		All staff attends professional development for Common Core implementation, curriculum planning and assessment support; support for EL Learners in Common Core Attend technology conferences and reading conferences. Provide professional development and implementation support of key strategies to all staff	

<p>Provide materials and books</p>		<p>Professional development to support English Learners access to Common Core (Systematic ELD, GLAD, Writing, Target Time, VCOE workshops)</p> <p>Supplemental materials will be identified to support increase in nonfiction text access, class literature sets, membership fees (ex. A-Z Reading, leveled readers, magazines, etc.) collaboration and academic depth of understanding; materials and instruction support for management and delivery of Common Core</p> <p>Increase access and the variety of low level high interest reading material for struggling readers; support for assessment of EL learners –</p> <p>Fees and incentives for collaborative projects and reading initiatives (ex. Spelling Bee, AR incentives)</p> <p>Literacy based assemblies</p>	<p>Title I \$3273</p> <p>Title I \$5,000 LCFF Supp/Con \$0</p> <p>Title I \$5,000</p> <p>Title I \$1000 0</p>
<p>Counseling Services</p>	<p>Counselor</p>	<p>Provides leadership support for Response to Intervention, strategies for class management and behavioral needs for students in need of additional support in order for them to access reading intervention; participates on leadership team and analyzes all programs that support the success of students receiving RtI supports; analyzes and supports IPT process for students who need additional support</p>	<p>Title I \$2000</p>

Access to Technology (e.g., Reading and Writing programs)	Principal	Apps/Websites to support Common Core access to resources, reading material and informational text Provide access to assist with front-loading material and supplemental material supporting experiential learning including necessary cables for technology(ex. Brainpop, magazine subscriptions, field trips)	Title I \$2,000
Improve access to library and quality of library materials available to staff and students	Library Clerk Principal	Increase non-fiction text in the library to support common core and varied interests of students; increase fictional text to support student interest levels; access to e-books  Library Clerk	Title I \$5,000  LCFF \$23,690
Monitor and evaluate ELA intervention program	Principal School Site Council Members	<b>Trimester and Annual Monitoring:</b> Monitor and evaluate Tiered ELA program goals and objectives; determine if goals and objectives are being met.  Findings will be reflected in the SSC minutes.	

### 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:

<b>LEA Goal 1:</b> Improve student achievement at every school and every grade in all content areas.
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**LEA Goal 2:** Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning.

**SCHOOL GOAL 2:** Math . By June 2018, the number of all students scoring Met or Exceeding Proficiency in grades 3-5 will increase by 5% as measured by CAASPP Math scores school wide.

<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>
STAR Math and CAASPP data	5th grade cohort: 26.43% of students Met or Exceeded in 2017 ; 23% of the same cohort Met or Exceeded in 2016; an increase of 3.4%  4th grade cohort: 40.26% of students Met or Exceeded in 2017; 29% of the cohort Met or Exceeded in 2016; an increase of 11.26%  3rd grade, base year for testing: 27.5% Met or Exceeded Proficiency in 3rd Grade; previous year was 29%19% of students met or exceeded standard on the CAASPP in 2016 in Math	Trimester benchmark exams  Beginning of year assessments  End of Year Assessments  STAR Math assessment

**STRATEGY:.**

**During 2017–18, The school will focus on continued implementation and support of the new math adoption. Grade level teams will monitor progress and classroom intervention strategies. The school counselor will assist in supporting and monitoring students through the IPT (Intervention Progress Teams) process. Teachers will utilize improved access to technology resources to access online programs for supplemental support in math. Math intervention and enrichment opportunities will support rigor and depth of knowledge in the Common Core Math content.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Intervention and enrichment curriculum support for after school support; Teacher led after school intervention and enrichment in math	Principal Teachers	Implementation of intervention tutoring support after-school Implementation of enrichment support after school to support depth of knowledge in math (Ex. Robotics, math/science exploration, critical thinking, Chess and problem solving exploration)	Title I \$4,000
Materials and supplies	Teachers Principal Library Clerk	Supplemental Materials/Workbooks and manipulatives; materials to support math adoption	LCFF Supp/Con \$4,000
Support for Common Core classroom instruction	Teachers Principal Counselor District Office Staff	Leadership Team analyzes benchmark data All staff attends professional development for Common Core implementation, curriculum planning and assessment support; supplemental materials will be identified to support increase in rigor and understanding of math, collaboration and academic depth of understanding; materials and instruction support for management and delivery of Common Core (substitutes for data analyzing days)	
Access to Technology and supplemental support materials allowing access to	Principal	Access to mixed media and supplemental materials to support Common Core access to resources supporting math, critical thinking and problem solving  Provides professional development and support in increased access to information through multi-media resources; leadership team support for data systems and improved access to technology to support student learning	LCFF \$500

Common Core and state assessments			
Access to manipulatives that will assist ELs, struggling learners and students with disabilities access Common Core math	Teachers Principal	Supplemental manipulatives, student dry erase boards and materials that can help support EL learners, struggling learners and students with disabilities as they reach deeper levels of knowledge and understanding of Common Core math	LCFF \$0
Monitor and evaluate ELA intervention program and Math Enrichment and tutoring	Principal School Site Council Members	<b>Trimester and Annual Monitoring:</b> Monitor and evaluate intervention program for effectiveness of the targeted time and school-wide systems in efforts to model math targeting intervention time in the same manner during the school year. Monitor tutoring and enrichment program goals; determine if goals and objectives are being met.  Findings will be reflected in the SSC minutes.	
Assessment support	Testing Coordinator  Tech Champ	Supports state testing requirements Plans master schedule for state testing and supports staff through professional development for implementation of state mandates	LCFF Supp/Con \$500 \$1500

**LEA Goal 1:** Improve student achievement at every school and every grade in all content areas.

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

**SCHOOL GOAL 3: English Language Learners.** For the 2017-18 school year, English Learners will demonstrate an increase in achievement levels on district benchmarks, Star Reading and the CAASPP. By June 2018, English Language students will complete the new ELPAC as a base year for assessment.

<p><b>What data did you use to form this goal?</b></p> <p>STAR Reading CAASPP data CELDT</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>In the 16-17 school year 52.83% of EL students increased at least one proficiency level on the CELDT; in the 15-16 school year 44.90% increased at least one proficiency level</p> <p>CAASPP English Learner Progress indicator for 2017 was 69% and in 2016 was 64.7%</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>CAASPP</p> <p>Benchmark Data will be collected each trimester for program monitoring and evaluation CELDT / ELPAC Results Rtl Progress Results of foundational reading skills Star Reading Progress</p>
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**STRATEGY:** During 2017–18, the school will implement and monitor English Language Development on a daily basis. A tiered ELA targeted program will address the reading comprehension needs of struggling readers and English learners as measured by district benchmark assessments and weekly progress monitoring. The RtI team will monitor students through the IPT (Intervention Progress Teams) process. Systematic ELD strategies are implemented school wide, to support the core EL adoption, and will support EL learners in their language acquisition. Teachers will develop their understanding of ELD state standards and utilize systematic ELD curriculum for additional support. English learner reading levels will increase through increased access to reading material and intervention support in foundational reading skills. With RtI support and an access to health and guidance services, the percentage of students meeting grade level expectations in reading and math based on district benchmarks will increase.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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Intervention through the use of “push-in” teachers	Teachers, Principal	<p>Plan and calendar 6-8 week Tier II intervention sessions for all grades and EL learners Plan Tier III intervention access for students; Foundational Reading Skills ; Part III of ELD Standards</p> <p>Review and develop supports to fully implement ELD standards during designated and integrated ELD; Professional development and substitute teachers</p> <p>Translation for parent outreach</p>	<p>See above Goal 1</p> <p>LCFF Supp/Con See above</p>
Intervention curriculum support for Target Time	Principal Leadership Team Teachers	Leadership team reviews options for intervention program to be used by push –in teachers; plans master schedule to incorporate Designated ELD and intervention program * Foundational Reading Skills	See Above Goal 1
Support for Common Core classroom instruction	Teachers Principal Counselor District Office Staff	<p>Grade level teams analyze data All staff attends professional development for Common Core implementation, curriculum planning and assessment support; supplemental materials will be identified to support increase in nonfiction text access, collaboration and academic depth of understanding; materials and instruction support for management and delivery of Common Core and ELD (substitutes for data analyzing days)</p>	See above Goal 1
Counseling Services  Parent Support	Counselor	<p>Provides leadership support for Response to Intervention, strategies for class management and behavioral needs for students in need of additional support in order for them to access reading intervention; participates on leadership team and analyzes all programs that support the success of students receiving RtI supports; analyzes and supports IPT process for students who need additional support</p> <p>Supports for ELAC committee</p>	See above Goal 1
Access to		Star Reading Assessment and Accelerated Reader	See above

Technology (e.g., Reading and Writing programs)	Principal	My Access for Writing Access to reading devices; mixed media to support Common Core access to resources, reading material and informational text	Goal 1
Monitor and evaluate ELA intervention program	Principal School Site Council Members	<b>Trimester and Annual Monitoring:</b> Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met.  Findings will be reflected in the SSC minutes.	
Coordination	EL / CELDT Coordinator	Provides support for CELDT Testing Systematic ELD support and leadership	Title I \$3000

### Planned Improvements in Student Performance

**LEA Goal 2:** Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning.  
**LEA Goal 3:** Create welcoming and safe environments where students attend and are connected to their school.

- 4. Attendance and School Connection.** Rio Lindo students will feel safe and connected to school, resulting in a positive impact to school attendance. Student attendance goals will increase and be maintained at 96%.
- 5. After-school Program:** The after school program will help improve attendance and school connectedness in a safe and constructive environment.

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?
District Surveys California Healthy Kids Survey Comments and testimonials of students and staff	Attendance rates improved in all grade levels and rose from 94% to 95.63% CHKS results indicate that 51% of students feel very safe at school. CHKS results indicate that 55% of students report high levels of school connectedness. The study of referrals indicates that having additional recess activities	Attendance rates and excessive absence reports Suspension rates CHKS Survey every other year ASES attendance data

Attendance Data	reduced the overall health and behavior referrals.	
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**STRATEGY:** During 2017–18, will use an inquiry-based approach to identify major student safety issues and student connectedness patterns, review current practices, and identify potential strategies or interventions to increase student safety and connectedness to school, resulting in a positive impact to school attendance rates.

Support the after-school teacher liaison position in efforts to help bridge the school day program with the after-school program. This will support a safe place for students to remain after-school and it will provide a way for parents to connect to school programs as they come to pick up students from the after-school program. Connecting to school and the after school program will help to increase overall school attendance.

Facilitate school supports by developing a parent resource center in the counselor’s office where parents and students will have access to resources and supports for attendance, school connectedness, safety and social/emotional supports.

Support a systematic process for monitoring attendance data in efforts to meet with parents and students with the goal of improving attendance.

Reduce referrals by providing recess activities and supplies.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Safety	Principal Safety committee	Safety plan support; revision and needs assessment	LCFF \$500
Counseling Services	School Counselor	Provides leadership support for Response to Intervention, strategies for class management and behavioral needs for students in need of additional support in order for them to access academic instruction; participates on leadership team and analyzes all programs that support the success of students receiving RtI supports; analyzes and supports IPT process for students who need additional support; supports student access to enrichment clubs and	

		<p>intervention after school</p> <p>Parent outreach and activities to include but not limited to: English Language Advisory Committee (ELAC), School Site Council (SSC), School Advisory Committee (SAC), District English Language Advisory Committee( DELAC), and District Advisory Committee (DAC)</p> <p>*Focus on removing barriers: childcare, meeting supplies and refreshments</p> <p>Parent activities will be organized in the following six areas:</p> <ul style="list-style-type: none"> <li>· Parenting</li> <li>· Communication with the school and district</li> <li>· Volunteering</li> <li>· Learning at Home</li> <li>· Decision Making</li> <li>· Accessing Community Resources</li> </ul> <p>Parent communication: newsletters, calendars, fliers, planners and student agendas, homework communication folders</p> <p>Coordination of home school communication</p>	Title I \$2000
Teacher Liaison for after school programs	Teacher / Principal After school coordinator	After-school program liaison to provide consultation to after school staff for homework support and student and family support ; ASES program goals are to provide assistance to students and to broaden the base of support in education in a safe and educationally enriching environment for children during non-school hours	ASES Grant \$35,000
Support outreach	Principal / support specialist	Classified support specialist	LCFF \$6,533
Monitor and evaluate school attendance plan	Principal School Site Council Members Attendance Committee Counselor	<p><b>Trimester and Annual Monitoring:</b></p> <p>Monitor and evaluate the school attendance plan determine if goals and objectives are being met.</p> <p>Attendance incentives</p> <p>Findings will be reflected in the SSC minutes.</p>	LCFF \$1,000

Motivation and support	Principal Counselor	Peacebuilder and Red Ribbon incentives and awards for positive behavior support Develop discipline practices and procedures that are progressive and positive Explore and pilot structured playground games which helps provide some structure for students who need additional behavioral supports during unstructured time IA support for behavior intervention	PTA
Engagement	Principal Counselor	School assemblies to support positive school connectedness Extra Curricular Activities to support student engagement; ex. art, music, sports, etc.	0

**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.

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> 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 &	August 2017-June 2018			Title-I-LCAP

<sup>1</sup>

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

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

Professional Development  District Wide Staffing to include Teachers on Special Assignment, to support professional development to include on site coaching.  Data Analyst to support in the data disaggregation and program evaluation  School Counselor	August 2017-June 2018   August 2017-June 2018  August 2017-June 2018			Title-I-LCAP   Title-I-LCAP  Title-I-LCAP
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**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>

	<b>State Programs</b>	<b>Allocation</b>
	<b>California School Age Families Education</b> Purpose: Assist expectant and parenting students to succeed in school	\$
<input checked="" type="checkbox"/>	<b>Local Control Funding Formula – Supplemental/Concentration</b> Purpose: Help educationally disadvantaged students succeed in the regular program. Develop fluency in English and academic proficiency of English learners	\$65,240 \$500

	<b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$
	<b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$
	<b>Professional Development Block Grant</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
	<b>Pupil Retention Block Grant</b> Purpose: Prevent students from dropping out of school	\$
	<b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
	<b>School and Library Improvement Program Block Grant</b> Purpose: Improve library and other school programs	\$
	<b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$
	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$
	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
<input checked="" type="checkbox"/>	<b>Other funds</b> (After School Education and Safety Grant - ASES)	\$35000
<input checked="" type="checkbox"/>	<b>Other funds</b> (After School Education and Safety Supplemental)	\$
<input checked="" type="checkbox"/>	Total amount of state categorical funds allocated to this school	\$100740

<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)	\$36,273
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1,000
	<b>Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A	\$
	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$
	<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	\$
	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input checked="" type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
<input checked="" type="checkbox"/>	Total amount of federal categorical funds allocated to this school	\$36,273
<input checked="" type="checkbox"/>	Total amount of state and federal categorical funds allocated to this school	\$137013

**Form D: School Site Council Membership**

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

Names of Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Veronica Rauschenberger	<input checked="" type="checkbox"/>			
Brenda Jaquez		<input checked="" type="checkbox"/>		
Annette Lorenzana		<input checked="" type="checkbox"/>		
Courtney Downing		<input checked="" type="checkbox"/>		
Emily Ramsey			<input checked="" type="checkbox"/>	
Jessica Cortez				<input checked="" type="checkbox"/>
Maria Serratos				<input checked="" type="checkbox"/>

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<sup>3</sup> EC Section 52852

Elizabeth Herrera				<input checked="" type="checkbox"/>
Desiree Cisneros				<input checked="" type="checkbox"/>
Kaylin Phillips				<input checked="" type="checkbox"/>
Numbers of members in each category	1	3	1	5

**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

	State Compensatory Education Advisory Committee	Signature	
<input checked="" type="checkbox"/>	English Learner Advisory Committee	Signature	
	Special Education Advisory Committee	Signature	
	Gifted and Talented Education Advisory Committee	Signature	
	District/School Liaison Team for schools in Program Improvement	Signature	
	Compensatory Education Advisory Committee	Signature	
	Departmental Advisory Committee (secondary)	Signature	

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 17, 2017.

Attested:

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Principal Name

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Signature of School Principal

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Date

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Chairperson Name

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Signature of SSC Chairperson

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Date