

Single Plan for Student Achievement
2017-18

Rio del Mar Elementary



Prepared by: Dr. Scott Barlow, Principal

The Single Plan for Student Achievement

School: Rio del Mar Elementary School

District: Rio School District

County-District School (CDS) Code: 56-72561-0112631

Principal: Dr. Scott Barlow

Date of this revision: February 27, 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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The District Governing Board approved this revision of the SPSA on: March 21, 2018

Table of Contents

Single Plan for Student Achievement

District Profile.....3

District Needs Assessment.....4

School Profile.....6

- Needs Assessment.....7
- Data Analysis.....7
- Annual Evaluation of Title I Activities.....8-15
- CAASPP, GATE, EL, Suspensions.....15-17
- California Dashboard.....18
- Accelerated Reader.....19
- Goals, Strategies & Needs.....19

Planned Improvements in Student Performance

Academic Goals.....22-30

Non-Academic Goal.....30

Centralized Services.....33

Programs Included in This Plan.....35

School Site Council Membership.....37

Recommendations and Assurances.....38

DISTRICT PROFILE

The mission of the Rio School District is to “Educate Learners for the 21st 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.

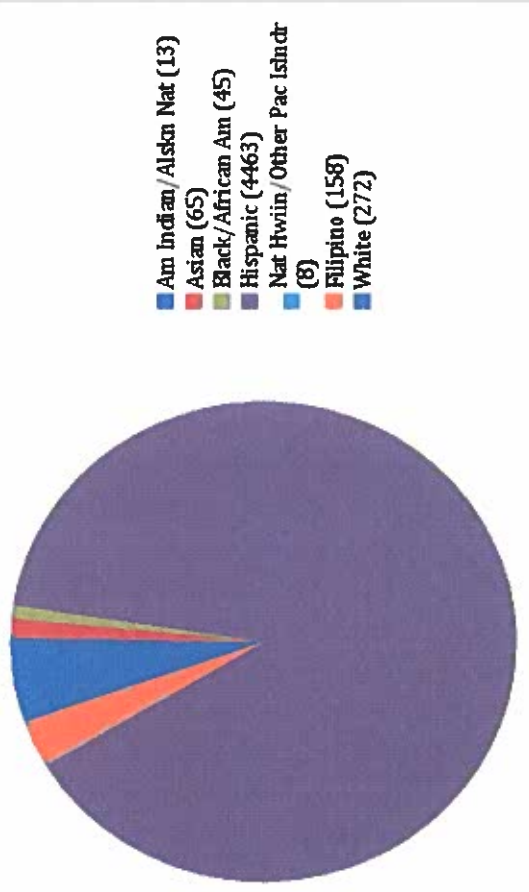
Twenty-four languages are represented in the district. Forty-six percent of RSD students are identified as English Language Learners Language Learners, 44% of whom speak Spanish as their primary language.

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

2017-2018 Enrollment



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 credentialled 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).

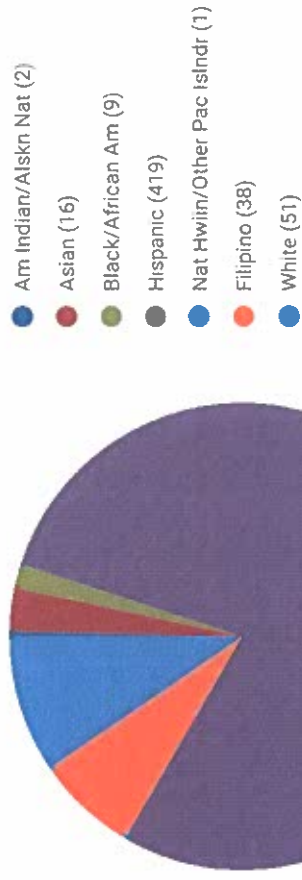
Local Control Accountability Plan Goals

- 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 del Mar Elementary School Profile

The mission of the Rio School District and Rio del Mar Elementary is to educate learners to thrive in the 21st century. Approximately 560 students attend Rio del Mar Elementary. The ethnic distribution of the school is diverse, as represented in the chart below. All students receive free breakfast and lunch due to the high number of socio-economically disadvantaged population.

2017-2018 Rio del Mar Enrollment



Nineteen languages are represented in the district. Approximately 36% of Rio del Mar students are identified as English Learners (ELLs), 90% of whom speak Spanish as their primary language. 56 students have Individualized Education Plans.

Rio del Mar also has a robust after-school program partnership with Boys' & Girls' Club with 100 students in grades K-5 participating.

Rio del Mar utilizes class size reduction in Kindergarten and first grade to 24:1. Additional intervention teachers in Kindergarten reduce the ratio to 12:1 for 42% of the school day with an intervention teacher. which is provided for the full instructional day. The school average class size in grades 1-5 is 25.6

The average class size in Transitional Kindergarten and Traditional Kindergarten is 24

One hundred percent of Rio del Mar Teachers meet the NCLB highly qualified criterion. Of the 23 classrooms teachers, 61% hold a Master Degree; while 100% have attained a Baccalaureate Degree plus 30 Units of higher education credit.

Needs Assessment Process

As part of our professional practice at Rio del Mar, California Standards Test data has been reviewed in detail. In particular, a detailed analysis of State and Local Assessment has been reviewed by our stakeholders. Overall reading performance, as measured by local assessments and the California English Language Development Test, indicate that improvement in the area of Language Arts and Mathematics is needed.

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
- Created a professional development strategy
- Integrated the use of technology into the daily curriculum design
- Developed a series of interventions designed to help struggling learners

Needs and Data Analysis

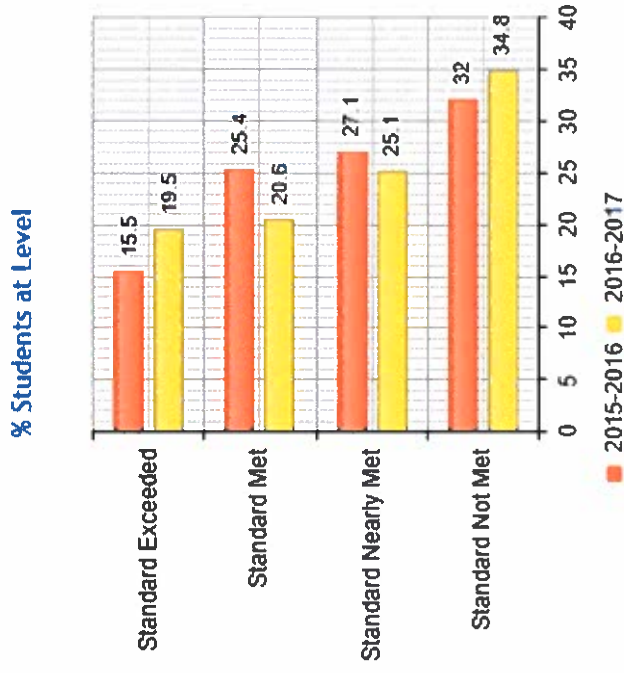
In the absence of Adequate Yearly Progress and Academic Performance Index indicators and the state's transition to a new assessment model (i.e. CAASPP/SBAC), local assessment data results and limited state assessments were utilized to develop school wide goals, actions, strategies and allocation of resources. 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.

Annual Evaluation of Title-1 Activities

<p>Plan Component: Performance Goal #1</p>	<p>See STAR Reading and STAR Math page below</p>	
<p>Goal: 90% of all students, including English learners, will on average, improve reading performance and make at least one grade level equivalent year of growth as measured by the STAR Reading test (Renaissance Learning)</p>	<p>Desired Outcome: 3% increase in CAASPP ELA results.</p>	<p>Result: ELA: The percentage of students meeting or exceeding standards in 2016 was 40.9%. The percentage of students meeting or exceeding standards in 2017 was 41.1%. This was an increase of 0.2% The number of students exceeding standards increased by 9.9%.</p>
<p>Implementation of Activities</p>		
<p>Activities that worked well for us:</p>		
<ul style="list-style-type: none"> • Provided professional development surrounding Accelerated Reader, LP, and technology • Hired and trained hourly teachers to provide intervention and support to K-5 students • Provided intervention after school • Continue to provide of extra support to kindergarten students with 120 minutes daily for 135 school days so that kindergartners increase achievement, specifically within literacy skills 	<p>Activities that we would like to continue, with minimal modifications:</p> <ul style="list-style-type: none"> • Provide incentives for students and teachers for meeting reading goals 	
<p>Activities that we would like to continue but require significant modification:</p>		
<ul style="list-style-type: none"> • Continue to provide one hourly teacher and instructional assistants to provide Tier III intervention to struggling readers in grades 1st-5th 	<p>Activities that we will eliminate:</p> <ul style="list-style-type: none"> • None 	

Evaluation of Goal 1 - Reading CAASPP Scores ELA/Literacy 2016 compared to 2017

Analysis: The percentage of students meeting or exceeding standards in 2016 was 40.9%. The percentage of students meeting or exceeding standards in 2017 was 41.1%. This was an increase of 0.2%. The number of students exceeding standards increased by



9.9%.

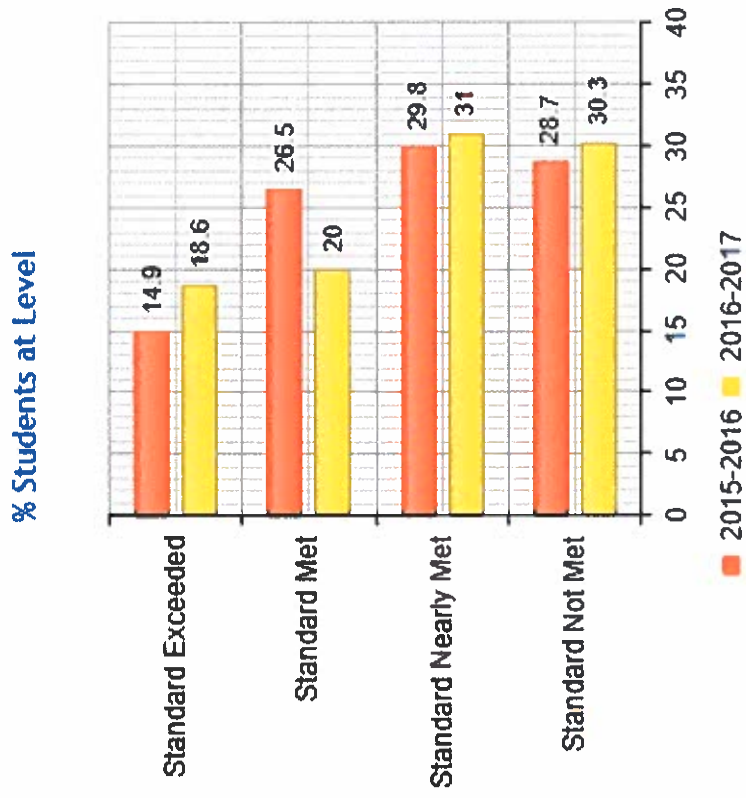
Plan Component:
Performance Goal #2

See STAR Reading and STAR Math page below

<p>Goal: 90% of all students, including English learners, will on average, improve math performance and make at least one grade level equivalent year of growth as measured by the STAR Math test (Renaissance Learning).</p>	<p>Desired Outcome: 3% increase in CAASPP ELA results.</p>	<p>Result: The percentage of students meeting or exceeding standards in 2016 was 41.4%. The percentage of students meeting or exceeding standards in 2017 was 38.6%. This was a decrease of 2.8% The number of students exceeding standards increased by 3.7%.</p>
<p>Implementation of Activities</p>		
<p>Activities that worked well for us:</p>		
<ul style="list-style-type: none"> • Technology integration • After school tutoring that targeted socioeconomically disadvantaged and EL students <p>Activities that we would like to continue but require significant modification:</p> <ul style="list-style-type: none"> • Analyze STAR math achievement with data teams and the site leadership team to determine course corrections. • Eliminate the specific goal - use STAR Math scores to measure math progress 	<p>Activities that we would like to continue, with minimal modifications:</p> <ul style="list-style-type: none"> • Hold a parent involvement event that demonstrates ways for parents to support math achievement at home 	<p>Activities that we will eliminate:</p> <ul style="list-style-type: none"> • None

Evaluation of Goal 1 - Mathematics CAASPP Scores Mathematics 2016 compared to 2017

Analysis: The percentage of students meeting or exceeding standards in 2016 was 41.4%. The percentage of students meeting or exceeding standards in 2017 was 38.6%. This was a decrease of 2.8%. The number of students exceeding standards increased by 3.7%.



<p>Plan Component: Performance Goal #3</p>				
<p>Goal: English Learners – By June 2017, 60.5% of English Learners (ELs) will move up at least one band as measured by California English Language Development Test (CELDT) results.</p>	<p>Desired Outcome: Increase the percentage of English Learners making progress toward proficiency.</p>	<p>Result: In the absence of CELDT data, we will use CAASPP data to measure the result. ELs meeting or exceeding standard in ELA - comparing 2016 to 2017: third grade increased 3.7%, 4th grade no change and 5th decreased 7.5%. For mathematics: third grade increased 2.4%, 4th grade increased 9.2% and 5th decreased 2.5%.</p>		
<p>Implementation of Activities</p>				
<p>Activities that worked well for us:</p>				
<ul style="list-style-type: none"> • Designated ELD coordinated schedules • Training for staff of designated and integrated ELD • Planning time for teachers to adjust groups • Implementation of new math adoption curriculum 	<p>Activities that we would like to continue, with minimal modifications:</p> <ul style="list-style-type: none"> • Designated ELD coordinated schedules • Training for staff of designated and integrated ELD • Planning time for teachers to adjust groups • Implementation of new math adoption curriculum 	<p>Activities that we would like to continue, with minimal modifications:</p> <ul style="list-style-type: none"> • None 		
<p>Activities that we would like to continue but require significant modification:</p> <ul style="list-style-type: none"> • Professional development will be scaled back to reduce the number of days teachers are out of the classroom 			<p>Activities that we will eliminate:</p> <ul style="list-style-type: none"> • None 	

Evaluation of Goal 3 - English Learner Progress

CAASPP scores for English Learners 2014-2017

Rio Del Mar EL/EO/RFEP CAASPP

Grade 2015-16	ELA Status	2014-15		2015-16		2016-17		2014-15		2015-16		2016-17		2014-15		2015-16		2016-17	
		CAASPP ELA - n	Pass	CAASPP ELA - n	Pass	CAASPP ELA - n	Pass	CAASPP ELA - n	Pass	CAASPP Math - n	Pass	CAASPP Math - n	Pass	CAASPP Math - n	Pass	CAASPP Math - n	Pass	CAASPP Math - n	Pass
3	EL	-	-	36	30.6%	35	34.3%	-	-	36	41.7%	34	44.1%	-	-	36	41.7%	34	44.1%
3	EO	-	-	52	61.5%	48	43.8%	-	-	52	61.5%	50	58.0%	-	-	52	61.5%	50	58.0%
3	RFEP	-	-	2	100.0%	3	33.3%	-	-	2	0.0%	3	33.3%	-	-	2	0.0%	3	33.3%
4	EL	30	16.7%	36	25.0%	36	25.0%	30	16.7%	36	25.0%	38	34.2%	30	16.7%	36	25.0%	38	34.2%
4	EO	41	43.9%	55	40.0%	53	50.9%	41	46.3%	55	32.7%	53	39.6%	41	46.3%	55	32.7%	53	39.6%
4	RFEP	6	100.0%	10	70.0%	3	100.0%	6	83.3%	10	80.0%	3	66.7%	6	83.3%	10	80.0%	3	66.7%
5	EL	18	5.6%	20	25.0%	40	17.5%	18	11.1%	20	15.0%	40	12.5%	18	11.1%	20	15.0%	40	12.5%
5	EO	44	38.6%	54	48.1%	58	51.7%	44	20.5%	53	22.6%	58	37.9%	44	20.5%	53	22.6%	58	37.9%
5	RFEP	5	40.0%	8	100.0%	11	45.5%	5	0.0%	8	50.0%	11	36.4%	5	0.0%	8	50.0%	11	36.4%
All	EL	928	5.5%	1307	9.8%	933	6.3%	933	6.3%	1335	10.3%	1335	10.3%	933	6.3%	1335	10.3%	1335	10.3%
All	EO	928	32.9%	1300	38.5%	920	22.7%	920	22.7%	1298	26.2%	1298	26.2%	920	22.7%	1298	26.2%	1298	26.2%
All	RFEP	534	48.5%	625	57.1%	525	32.2%	525	32.2%	625	35.0%	625	35.0%	525	32.2%	625	35.0%	625	35.0%

Plan Component:

Performance Goal #4

Goal:

Non-academic- Rio del Mar Elementary will create a welcoming and safe environment where students attend and are connected to their school. Rio del Mar will maintain a 96.0% or higher attendance rate for at least 7 of 10 months.

Desired Outcome:

Maintain a 96.0% or higher attendance rate for at least 7 of 10 months.

Result:

An average attendance rate of 96.0 or greater was achieved during the past three school years (see chart below).

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"> Focus on kindness as the main character trait of emphasis Provide attendance incentives Counselor services for groups and individuals Communicate with families via Back to School Night and Monthly Newsletters on the importance of attendance 	<ul style="list-style-type: none"> Focus on kindness as the main character trait of emphasis Counselor services for groups and individuals Communicate with families via Back to School Night and Monthly Newsletters on the importance of attendance 	<ul style="list-style-type: none"> Focus on kindness as the main character trait of emphasis Counselor services for groups and individuals Communicate with families via Back to School Night and Monthly Newsletters on the importance of attendance
<ul style="list-style-type: none"> Adjust attendance incentives to maintain engagement with the program Develop monthly presentations/assemblies for students, emphasizing kindness as well as class follow up activities Offer Attendance Recovery Saturday School Communicate goals to students via assemblies 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None

SCHOOL ATTENDANCE AVERAGE

	Kdgn	1st	2nd	3rd	4th	5th	6th	7th	8th	School Attendance Average
2016-17	95.43%	96.12%	96.63%	96.50%	96.34%	95.93%				96.16%
2015-16	95.85%	96.29%	96.60%	96.58%	96.31%	97.05%				96.42%
2014-15	95.65%	96.73%	96.30%	96.27%	96.78%	97.22%				96.48%

California Assessment of Student Progress & Performance (CAASPP) Data to Inform the Development of This Plan

Rio del Mar 2014/2015 vs 2015/2016 vs 2016/2017 Page 12

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	39%	37%	26%	22%	54%	49%	34%	30%	52%	39%	38%	28%
4	19%	32%	18%	23%	35%	37%	21%	23%	39%	43%	27%	27%
5	17%	32%	15%	25%	23%	48%	18%	33%	29%	38%	20%	31%

Rio Del Mar Gate CAASPP

Grade	GATE Status	2014-15 CAASPP ELA - n	2014-15 CAASPP ELA - % Pass	2014-15 CAASPP Math - n	2014-15 CAASPP Math - % Pass	2015-16 CAASPP ELA - n	2015-16 CAASPP ELA - % Pass	2015-16 CAASPP Math - n	2015-16 CAASPP Math - % Pass	2016-17 CAASPP ELA - n	2016-17 CAASPP ELA - % Pass	2016-17 CAASPP Math - n	2016-17 CAASPP Math - % Pass
3	GATE		100.0%		100.0%	6	100.0%			6	100.0%		100.0%
3	Non-GATE					80	35.0%	90	54.4%	81	48.1%		48.1%
4	GATE	11	100.0%	11	90.9%	2	100.0%	11	100.0%	2	100.0%		100.0%
4	Non-GATE	66	27.3%	66	28.8%	90	41.1%	90	26.7%	92	37.0%		37.0%
5	GATE	10	100.0%	10	50.0%	12	83.3%	10	70.0%	12	83.3%		83.3%
5	Non-GATE	57	17.5%	57	10.5%	97	33.0%	71	16.9%	97	33.0%		33.0%
All	GATE	189	83.1%	186	76.9%	198	88.9%	198	78.3%				
All	Non-GATE	2201	20.8%	2192	13.4%	3034	26.7%	3060	17.7%				

Rio del Mar ASP/Non ASP CAASPP

Grade 2015-16	After School Program Status	2014-15		2015-16		2016-17		2014-15		2015-16		2016-17	
		CAASPP ELA - n	CAASPP ELA - % Pass	CAASPP ELA - n	CAASPP ELA - % Pass	CAASPP ELA - n	CAASPP ELA - % Pass	CAASPP Math - n	CAASPP Math - % Pass	CAASPP Math - n	CAASPP Math - % Pass	CAASPP Math - n	CAASPP Math - % Pass
3	ASP	-	-	22	36.4%	14	35.7%	-	-	22	59.1%	14	57.1%
3	Non-ASP	-	-	68	54.4%	72	40.3%	-	-	68	52.9%	73	50.7%
4	ASP	16	50.0%	19	31.6%	25	32.0%	16	37.5%	19	36.8%	25	40.0%
4	Non-ASP	61	34.4%	82	39.0%	67	46.3%	61	37.7%	82	34.1%	69	37.7%
5	ASP	18	38.9%	18	61.1%	21	28.6%	18	16.7%	18	38.9%	21	19.0%
5	Non-ASP	49	26.5%	64	43.8%	88	40.9%	49	16.3%	63	19.0%	88	30.7%
All	ASP	430	25.8%	587	30.5%	88	40.9%	432	19.0%	587	25.2%	88	30.7%
All	Non-ASP	1960	25.7%	2645	30.5%	2645	30.5%	1946	18.2%	2671	20.6%	2671	20.6%

Number of Suspensions

SCHOOL	2013-14	2014-15	2015-16	2016-2017
Rio del Mar	11	5	1	2

RIO DEL MAR - Ventura County

List of all schools in this district

Enrollment: 565 Socioeconomically Disadvantaged: 65.1% English Learners: 37.7% Foster Youth: 0.7%

Dashboard Release:

Grade Span: K-5 Charter School: No

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

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
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.2%	Maintained 0%
English Learner Progress (1-12)		Medium 69.7%	Declined -3.2%
English Language Arts (3-8)		LOW 21.3 points below level 3	Declined -5 points
Mathematics (3-8)		Medium 23 points below level 3	Maintained -2.5 points

Performance Levels:

- Red (Lowest Performance)
- Orange
- Yellow
- Green
- Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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

Accelerated Reader Data 2015-16 vs 2016-17

% of students meeting their AR point goals per month									
Year	2015	2015	2015	2015	2016	2016	2016	2016	2016
Your school	October	November	December	January	February	March	April		
Rio del Mar	30	22	27	50	69	83	83		
Year	2016	2016	2016	2017	2017	2017	2017	2017	2017
Your school	October	November	December	January	February	March	April		
	76	67	55	82	86	82	70		

The amount of reading overall at Rio del Mar significantly increased from 15-16 to 16-17.

School Goals, Strategies and Action Steps

Strengths:

- Rio del Norte established a collaborative system to carry out district and site initiatives. The site leadership team, comprised of grade level teacher leaders, supported initiative implementation.

- Professional learning was a strong focus. Much of this was developed on Learning Thursdays and was evident throughout each month.
- 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 accommodate different learning styles and abilities in daily lessons.
- 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 has been embraced. Students and teachers rapidly acquired skills.
- The percentage of students reaching proficiency in math and language arts increased at testing grade levels.
- The Student Council members took on a leadership role in the school.

Needs:

- The number of students reading and understanding books read outside of the core curriculum is noted as an area of need. While the average percent correct has increased, the number of students monthly point targets (volume of reading) needs to continue to increase.
- Increase average percent correct on quizzes taken by students in the Accelerated Reader program.
- Provide intervention during the school day for grades TK-5.
- Incorporate 5 Cs (Critical thinking, Collaboration, Communication, Creativity, and Caring) activities into weekly lessons.
- Continue with year 4 CCSS (Common Core State Standards) implementation in grades 2-5.

- Continue with year 5 CCSS (Common Core State Standards) implementation in grades K-1.
- Continue providing professional development around the California ELA/ELD Framework and ELD state standards.
- 34.8% of students scored Standard Not Met on the CAASPP ELA in 2016-2017. This is an increase of 2.8%
- 30.3% of students scored Standard Not Met on the CAASPP Math in 2016-2017. This is an increase of 1.6%

School Goals

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

Goal 1: Reading – By June 2018, the number of all students scoring Standard Exceeded or Standard Met in grades 3-5 will increase by 3% as measured by CAASPP English Language Arts scores school wide.

Goal 2: Math – By June 2018, the number of all students scoring Standard Exceeded or Standard Met in grades 3-5 will increase by 3% as measured by CAASPP Math scores school wide.

Goal 3: English Learners – By June 2018, the number of English Learners scoring Standard Exceeded or Standard Met in grades 3-5 will increase by 3% as measured by CAASPP English Language Arts scores.

Goal 4: Non-academic- Rio del Mar Elementary will create a welcoming and safe environment where students attend and are connected to their school. Rio del Mar will maintain a 96.0% or higher attendance rate for at least 7 of 10 months.

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 All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2016-17
SCHOOL GOAL: Reading -- By June 2017, the number of all students scoring Standard Exceeded or Standard Met in grades 3-5 will increase by 3% as measured by CAASPP English Language Arts scores school-wide.

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?
STAR Reading and CAASPP data	The percentage of students meeting or exceeding standards in CAASPP ELA in 2017 was 40.1%	2017-18 CAASPP data

STRATEGY: Implement Accelerated Reader program, provide site-based professional development that promotes student comprehension. Provide intervention support for struggling students in K-5 during the school day.

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

<p>1. Review progress toward previous goals with teacher leaders.</p>	<p>Principal, teacher leaders</p>	<p>Pay teacher leaders from each grade level to analyze achievement data and develop school goals aligned with Common Core State Standards. Purchase materials as needed</p>	<p>\$1,356 – Local Control Funding Formula (LCFF)</p>
<p>2. Provide professional development surrounding technology, ELA</p>	<p>Principal and participating teachers</p>	<p>Attend technology or reading/writing conferences such as readers/writers workshop. Provide professional development and implementation support of key strategies to all staff</p>	<p>\$1,446 – Title I</p>
<p>3. Hire and train hourly teachers to provide intervention and support to K-5 students</p>	<p>Hourly teachers, principal, trainers (teacher trainers)</p>	<p>Provide professional development to support the effective delivery of ELA interventions to hourly teachers (pay site teachers). Provide intervention support to K-5 students during the school day. Kindergarten support provided in the form of small group instruction and PE instruction. 1st-5th grade support provided in a pull-out program for struggling readers. Provide push-in IA support to teachers of grades 1-5.</p>	<p>111 days X \$50 hourly X 4.0 hours for 1st-5th intervention = \$22,200 - LCFF 2 kindergarten hourly teachers for 135 days X \$50 hourly X 5.5 hours = \$74,250 (district expense) IA cost 135 days x 4 hrs. X \$23 = \$12,420 – Title I</p>
<p>4. Purchase intervention materials</p>	<p>Principal</p>	<p>Purchase intervention materials and supplies</p>	<p>\$1,000 – Title I</p>
<p>5. Purchase reading/math software</p>	<p>Principal, teacher leaders</p>	<p>Research the purchase of learning software/hardware to support English Learners, young readers, and struggling readers</p>	<p>\$2,000 – Title I</p>

<p>6. Provide incentives for students and teachers for meeting reading goals</p>	<p>Principal</p>	<p>Purchase incentives such as T-shirts, pencils, etc.</p>	<p>\$1,500 – LCFF</p>
<p>7. Library tech.</p>	<p>Principal, librarian</p>	<p>Ensure access to the library and support Accelerated Reader program. 42% of full time Librarian</p>	<p>\$26,884 – LCFF</p>
<p>8. Hold parent involvement/outreach events</p>	<p>Principal, teachers</p>	<p>Hold parent nights that include Game Nights. Provide refreshments at committee meetings</p>	<p>\$1,000 – Title I</p>
<p>9. Increase reading engagement in the after school program</p>	<p>Principal, staff, RSD, After School Program Liaisons, After School Program staff</p>	<p>Increase reading achievement for students participating in the after school program by ensuring access to the Accelerated Reader program and web-based learning software</p>	<p>ASES (After School Education and Safety grant)</p>
<p>10. Increase technology integration</p>	<p>Technology Champion</p>	<p>Provide on-site assistance to staff in technology integration, lesson design, and troubleshooting</p>	<p>\$2,000 – LCFF</p>
<p>11. Coordinate services for English Learners</p>	<p>English Learner Coordinator</p>	<p>Coordinate English Learner services. Identify students for reclassification. Oversee the administration of CELDT on site. Monitor the progress of English Learners</p>	<p>\$2,875 – LCFF</p>
<p>12. Gifted and Talented Education</p>	<p>Principal, GATE Liaisons</p>	<p>Identify GATE students. Deliver after school instruction to identified GATE students</p>	<p>District Service</p>

13. Grade level unit planning	Grade levels	Pay for materials and substitutes for common planning time for teachers	\$2,000 – Title I
14. Data team meetings	Teacher, principal	Pay for materials and substitutes for data analysis	\$2,000 – Title I
15. Purchase library books	Principal, library tech.	Purchase library books to increase circulation	\$3,712 - Title I

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: #2 All students will reach high standards, at a minimum, attaining proficiency or better in math by 2016-17

SCHOOL GOAL: Math – By June 2017, the number of all students scoring Standard Exceeded or Standard Met in grades 3-5 will increase by 3% as measured by CAASPP Math scores school wide.

<p>What data did you use to form this goal?</p> <p>STAR Math and CAASPP data</p>	<p>What were the findings from the analysis of this data?</p> <p>The percentage of students meeting or exceeding standards in CAASPP Math in 2017 was 28.6%</p>	<p>How will the school evaluate the progress of this goal?</p> <p>2017-18 CAASPP data</p>
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STRATEGY: Ensure math instruction is differentiated within heterogeneous groupings for core instruction. Analyze formative assessment results to adjust instruction, including STAR Math data.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Implement Bridges math curriculum	Teachers, TOSA (Teacher On Special Assignment), principal	Implement Bridges math curriculum with fidelity, reflection and adaptation. Teacher will attend multiple professional development trainings related to math instruction	Provided by RSD
2. Analyze STAR data and benchmark data	Principal and teachers	Teacher leaders will analyze math data by grade level and school-wide to determine whether or not SCHOOL GOAL #2 was met and determine growth areas. Pay for teacher release time if needed.	\$2,000 – Title I

2. Push in support	Principal, staff	Teachers will analyze student data and identify students to receive small group instruction in math with push in IA support. Focus on reading and math	Captured in Goal #1 action 3
3. Professional development	Principal, staff	Provide professional development opportunities surrounding math, reading, English Language Development, and technology instruction	\$2,000 – Title I
4. After school program	Principal, After School Liaison, after school program staff	Increase math achievement for students participating in the after school program by ensuring access to web-based learning software and increased fidelity to Power Hour	ASES

Planned Improvements in Student Performance

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

LEA GOAL: Goals 1-6

SCHOOL GOAL 3: English Learners – By June 2018, the number of English Learners scoring Standard Exceeded or Standard Met in grades 3-5 will increase by 3% as measured by CAASPP English Language Arts scores.

<p>What data did you use to form this goal?</p> <p>2016-17 CAASPP data for the English Learner subgroup</p>	<p>What were the findings from the analysis of this data?</p> <p>44.1% (3rd grade) 34.2% (4th grade) and 12.5% (5th grade) of English Learners Met Standard or Exceeded Standard on ELA CAASPP for 2017-18</p>	<p>How will the school evaluate the progress of this goal?</p> <p>2017-18 ELA CAASPP results for English Learners</p>
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STRATEGY: Provide English Language Development at targeted levels every day. Monitor progress and growth with the support of the English Learner Coordinator.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>1. Allocated time for staff to analyze English Learner data</p>	<p>Teachers, Principal, ELC</p>	<p>Teachers, with the support of the English Learner Coordinator will form ELD groups for the purposes of providing targeted Designated ELD instruction. Supplemental materials and software purchased as needed</p>	<p>Captured in Goal #1 Action 13</p>
<p>2. Ensure Designated ELD is delivered daily</p>	<p>Teachers, Principal</p>	<p>Ongoing with the support of Ventura County Office of Education and Educational Services</p>	<p>No site cost</p>
<p>3. Provide professional development to staff regarding Integrated and designated ELD</p>	<p>Rio School District, Ventura County Office of Education (VCOE)</p>	<p>RSD TOSA and VCOE to provide multiple days of teacher training surrounding Integrated and Designated ELD</p>	<p>Provided by RSD</p>

4. Provide a stipend to an English Language Coordinator to monitor ELs, attend monthly district meetings, and support the administration of ELPAC	Principal, English Learner, Coordinator	Coordinate English Learner services. Identify students for reclassification. Oversee the administration of CELDT on site. Monitor the progress of English Learners	Captured in Goal #1 Action 13
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Planned Improvements in Student Performance

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

LEA GOAL: Goals 1-6

SCHOOL GOAL 4: Non-academic- Rio del Norte Elementary will create a welcoming and safe environment where students attend and are connected to their school. Rio del Norte will maintain a 96.0% or higher attendance rate for at least 7 of 10 months

<p>What data did you use to form this goal?</p> <p>2016-17 attendance data for 10 monthly reporting periods</p>	<p>What were the findings from the analysis of this data?</p> <p>Attendance data shows that the 96.0% target was met via annual averages for the past three consecutive years.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Monthly attendance averages in 2017-18</p>
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STRATEGY: Ensure that students have access to counseling supports and that students are rewarded for positive behavior. Ensure that the safety plan is reviewed with staff and that drills are held regularly. Attendance incentives and recognition are core elements of the Attendance Plan.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Focus on kindness, grit, and growth mindset	Principal, counselor, teachers	Hold trimester awards assemblies to honor students engaging in act of kindness and provide incentives, such as Smencils and Rice Krispy Treats awarded at lunch for "golden tickets" received for random acts of kindness observed by Noon Duty Staff.	\$1,000 - LCFF
2. Hold parent involvement/ outreach events	Principal, teachers, counselor, PTA	Hold parent nights that include Family Math Night, Game Night and provide refreshments and door prizes	Already captured
3. Attendance incentives	Principal, counselor	Provide incentives for classes and students with excellent attendance	LCFF - \$1,000
4. Counselor support for groups and individual students	Counselor	Provide counseling support for groups of students, individual students and for families. Low-income students and English Learners will benefit from individual and group counseling socially and emotionally. This will provide a positive environment where students will increase attendance and be able to focus on learning and closing the achievement gap.	District expense

<p>5. Student and Family Support Specialist</p>	<p>Student & Family Support Specialist</p>	<p>Parent outreach will also be a focal point, particularly as it relates to attendance (Student Attendance Review Team). The counselor will be instrumental in meeting the needs of students on the social/emotional side of the Response to Intervention pyramid</p>	<p>\$6,535 - LCFF</p>
<p>6. After School Program</p>	<p>After School Program staff and RSD</p>	<p>The Youth Development Specialist and site coordinator will deliver instruction, support, and enrichment activities to students in order to increase student achievement in ELA and mathematics. After School Program Liaisons will support these endeavors</p>	<p>ASES</p>

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 ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² 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 & Professional Development	August 2017~June 2018			Title-I-LCAP
District Wide Staffing to include Teachers on Special Assignment, to support professional development to include on site coaching.	August 2017~June 2018			Title-I-LCAP
Data Analyst to support in the data disaggregation and program evaluation	August 2017~June 2018			Title-I-LCAP
School Counselor	August 2017~June 2018			Title-I-LCAP

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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.

²

List the date an action will be taken, or will begin, and the date it will be completed.

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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>

	State Programs	Allocation
	California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input checked="" type="checkbox"/>	Local Control Funding Formula – Supplemental/Concentration Purpose: Help educationally disadvantaged students succeed in the regular program. Develop fluency in English and academic proficiency of English learners	\$ 55,940
	Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$
	Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
	Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
	Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$

	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
	School Safety and Violence Prevention Act Purpose: Increase school safety	\$
	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
<input checked="" type="checkbox"/>	Other funds (After School Education and Safety Grant - ASES)	
<input checked="" type="checkbox"/>	Other funds (After School Education and Safety Supplemental)	
<input checked="" type="checkbox"/>	Total amount of state categorical funds allocated to this school	

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$32,433
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act)	\$ 741

	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).	
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input checked="" type="checkbox"/>	Other federal funds (list and describe)	\$
<input checked="" type="checkbox"/>	Total amount of federal categorical funds allocated to this school	\$32,433
<input checked="" type="checkbox"/>	Total amount of state and federal categorical funds allocated to this school	\$88,373

Form D: School Site Council Membership

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


Names of Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Dr. Scott Barlow	<input checked="" type="checkbox"/>			
Maria Gonzales		<input checked="" type="checkbox"/>		
Maria Ante		<input checked="" type="checkbox"/>		
Laura Torres-Camarillo			<input checked="" type="checkbox"/>	
Ignacio Mendoza			<input checked="" type="checkbox"/>	
Carmelina Dunn				<input checked="" type="checkbox"/>
Michelle Perez				<input checked="" type="checkbox"/>
Robert Ritchey				<input checked="" type="checkbox"/>
Stephanie Nolan				<input checked="" type="checkbox"/>

Pilar Ortega				<input checked="" type="checkbox"/>
Numbers of members in each category	1	2	2	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 (**Check those that apply**):

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

Dr. Scott Brown

Principal Name

Michelle Perez

Chairperson Name

[Signature]

Signature of School Principal

3/6/18

Date

3/6/18

Date

[Signature]

Signature of SSC Chairperson