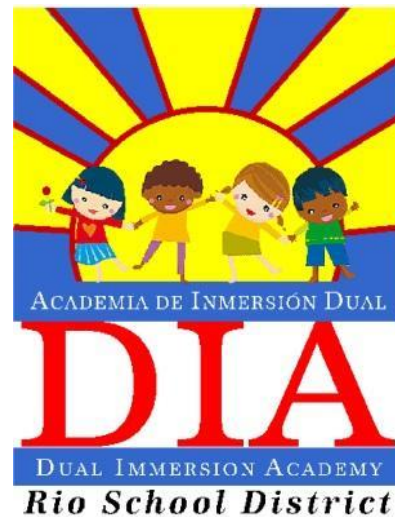


# Single Plan for Student Achievement 2017-18

Rio Real Elementary School



Prepared by: Dr. María M. Hernández, Principal

# The Single Plan for Student Achievement

School: Rio Real Elementary School

District: Rio School District

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

Principal: Dr. María M. Hernández

Date of this revision: March 10, 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:

Contact Person: Dr. María M. Hernández

Position: Principal

Telephone Number: (805) 485-3117

Address: 1140 Kenney Street, Oxnard, CA 93036

E-mail Address: [mhernandez@rioschools.org](mailto:mhernandez@rioschools.org)

The District Governing Board approved this revision of the SPSA on: April 18, 2018

# Table of Contents

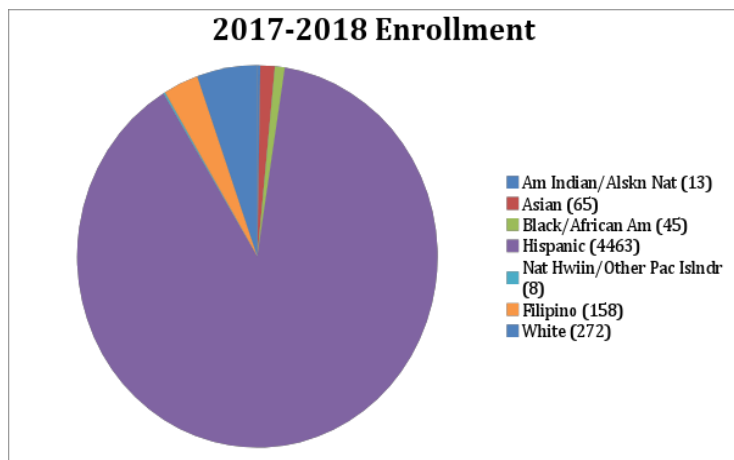
## Single Plan for Student Achievement

District Profile.....	3
District Needs Assessment.....	4
Río School District Goals.....	4
Local Control Accountability Plan Goals.....	4
Río Real School Profile.....	5-6
• Needs Assessment Process.....	6
• Needs and Data Analysis.....	6
• Annual Evaluation of Title I Activities.....	7-13
• CAASPP, GATE, EL, Suspensions, SARB and Attendance Analysis.....	14-20 21-22
• Summary Findings.....	23
• School Goals, Strategies and Action Steps.....	
Planned Improvements in Student Performance	
Academic Goals.....	24-32
Non-Academic Goal.....	32-35
Centralized Services for Planned Improvements in Student Performance.....	33
Programs Included in This Plan.....	37-39 40
School Site Council Membership.....	41

### 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 meets or exceeds 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 IEPs 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.

### **District Needs Assessment Process**

The Rio School District conducted a review of the nine Essential Program Components, but perhaps more importantly, analyzed the demands of 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 a 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 stakeholders to create a long-range goals and strategies (captured in the Local Control Accountability Plan) designed to improve student outcomes as well as college and career readiness.

### **Rio School District Goals**

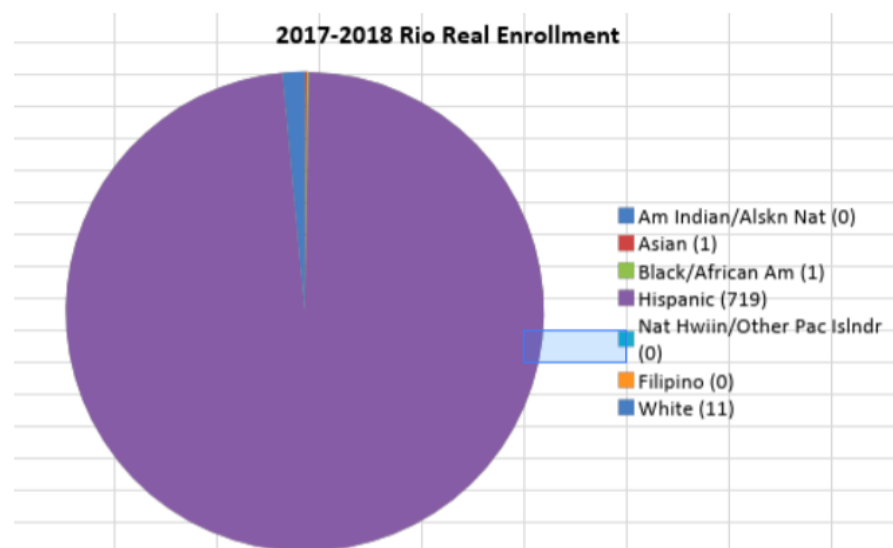
The goals in this plan were developed to ensure that all students make significant academic progress, and all teachers are provided with the professional development, tools, and resources needed to provide and facilitate exceptional instruction. The following achievement goals are consistent with the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

The mission of Rio Real Elementary School is to prepare students with the skills necessary to thrive in a 21<sup>st</sup> century global society.



Rio Real has 735 students in kindergarten through eighth grade. Hispanic students make up the majority of students comprising 98% of the student population. White students make up 2% of the student body and Asian, Pacific Islander and multiple race combined, make up less than 1% of student groups. The student population at Rio Real reflects a socio-economically disadvantaged population of 84%, with 100% of students in grades K-8 receiving free lunches. Rio Real Elementary School receives Title I funding.

There are 3 languages represented in the student population at Rio Real Elementary School. Students whose native language is English comprise 18% of the student population. Students whose primary language is Spanish are the largest group and make up 80% of students. Students who are classified as English Language

Learners (ELLs) make up 72% of the student population. Students who speak Mixteco are the second largest group, and comprise 2% of all English Language learners.

During the 2017-18 school year, Rio Real Elementary School identified 56 students, 8% of the student population, with IEPs in 4 categories of primary disability. "Specific Learning Disability" and "Speech and Language" were the predominant disabilities reported.

One hundred percent of Rio Real Elementary School teachers meet the NCLB highly qualified criterion. Of the 32 classroom teachers at the school, 47% hold Master's Degrees, and 100% have attained a Baccalaureate Degree plus 30 units of higher education credit.

The average class size in Kindergarten through 2<sup>nd</sup> Grade at Rio Real Elementary School is 24 students.

The average class size at Rio Real in 3rd-8th is 28.

### **Needs Assessment Process**

As part of our professional practice at Rio Real, California Assessment of Student Performance and Progress (CAASPP) 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 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 in class strategies using blended learning and small groups to provide interventions designed to help struggling learners

### **Needs and Data Analysis**

The CAASPP is used as an indicator of achievement this along with 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.

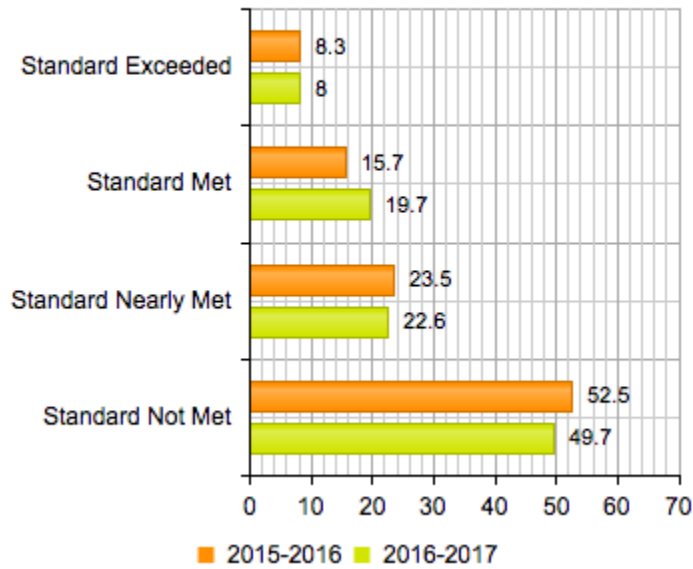
### **Annual Evaluation of Title 1 Activities**

Plan Component: Performance Goal #1		See STAR Reading and STAR Math page below
<p>Goal: By June 2017, all students will demonstrate growth in reading of 1 grade level equivalent (GE) as measured by STAR Reading Assessment through the use of Accelerated Reader program. The number of students scoring below standard in grades 3-8 will decrease by 5% as measured by CAASPP English Language Arts scores schoolwide.</p>	<p>Desired Outcome: One grade equivalent year of growth in reading</p>	<p>Result: Goal Not Met Measured from August 2016 to June 2017, students in testing grades averaged 1.6 to 2.2 Grade Equivalent reading growth.</p> <p>CAASPP ELA results from 2017 indicate the percentage of students in the Standard Exceeded decreased by .03% from the previous year however the percentage of students in the Standard Met level increased by 4%.</p> <p>The percentage of students that scored below the Standard Met level decreased by .09% and 2.8% respectively, however this did not meet the 2017 goal of 5%.</p> <p>These decreases indicated above did however contribute to the 4% increase of students at the Standard Met level.</p>
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>Professional development on Accelerated Reader, Blended Learning, foundational reading skills and English Language Development</li> <li>Hired and trained hourly teachers to provide intervention and support to K-5 students</li> <li>Teachers provided Tier II intervention</li> <li>Continue to provide differentiated instruction support in foundational reading skills to kindergarten students</li> </ul>		<ul style="list-style-type: none"> <li>Increase incentives for students and teachers for meeting reading goals to activity based</li> <li>After school intervention</li> <li>Hire and train one hourly teacher to provide Tier II &amp; III intervention to struggling readers in grades 1<sup>st</sup>-5<sup>th</sup></li> <li>Professional development with a focus on teaching literacy in Spanish</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>None</li> </ul>		<ul style="list-style-type: none"> <li>None</li> </ul>

ELA CAASPP Scores 2016 compared to 2017



**% Students at Level**



**Analysis:**

The percentage of students in the Standard Exceeded decreased slightly from the previous year.

The percentage of students in the Standard Met level, increased by 4%.

The percentage of students in the Standard Nearly Met and the Standard Not Met level decreased by almost 1% and 2.8% respectively.

These decreases contribute to the 4% increase at the Standard Met level.

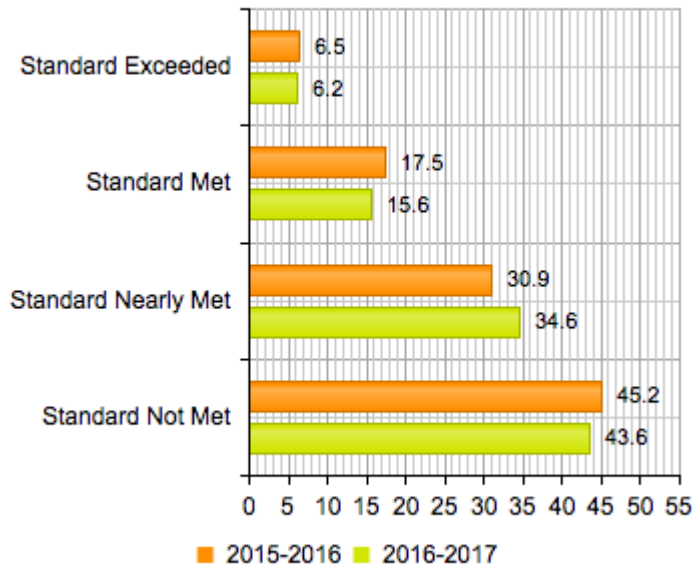
Plan Component:  
Performance Goal #2

See STAR Reading and STAR Math data

<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: One grade equivalent year of growth in mathematics</p>	<p>Result: Goal Not Met Measured from August 2016 to May/June 2017, students in testing grades averaged 1.6 to 2.1 Grade Equivalent math growth.</p> <p>CAASPP Math results from 2017 indicate both the Standard Exceeded and Standard Met levels decreased by .3% and 1.9%. The Standard Nearly Met level increased by 3.7%.</p> <p>The percentage of students in the Standard Nearly Met level increased by 3.7% and the percentage of students in the Standard Not Met level decreased by 1.6.</p>
<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>● Technology integration</li> <li>● Differentiated Instruction</li> <li>● Blended Learning</li> <li>● After school tutoring that targeted socioeconomically disadvantaged and EL students</li> <li>● Use of the Bedtime Math app</li> </ul>	<p>Hold a parent involvement event that demonstrates ways for parents to support math achievement at home</p> <p>Increase parent involvement with the use of the Bedtime Math smart phone app by demonstrating it during Coffee with the Principal meetings and during Family Math Night.</p>	
<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>● Analysis of STAR math achievement to determine course corrections</li> </ul>	<ul style="list-style-type: none"> <li>● None</li> </ul>	

Mathematics CAASPP Scores 2016 compared to 2017

% Students at Level



Analysis:

Both the Standard Exceeded and Standard Met levels decreased by .3% and 1.9%. The Standard Nearly Met level increased by 3.7%.

The percentage of students in the Standard Nearly Met level increased by 3.7% and the percentage of students in the Standard Not Met level decreased by 1.6%.

Plan Component:

<b>Performance Goal #3</b>		
<b>Goal:</b>  By June 2017 all students who are English Learners will demonstrate an increase in achievement levels on district assessments, STAR, and AR.	<b>Desired Outcome:</b>  Increase in percentage of students that increase their speaking, listening, reading, and writing level and are recommended for reclassification based on local criteria	<b>Result:</b>  In the 2016-2017 school year 72 students were reclassified as English proficient up from 36 in the 2015-2016 school year.  60.9% of students classified as English learners met or exceeded the standard on the CAASPP ELA which is an increase of 2.4% from the previous year.
<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>Multiple opportunities to read books and other supplemental material i.e. Newsela, Reading A-Z, library books</li> <li>Library hours before and after school</li> <li>After school liaison to work with after school program aides</li> <li>Implementation of English 3D for Long Term English Learners</li> <li>Intervention teachers work on foundational reading skills with English learners who are 2+ years below grade level in reading</li> </ul>	<ul style="list-style-type: none"> <li>Parent involvement activities such as Literacy Night, Annual Title I meetings, parent conferences that include translators.</li> <li>Educate parents on school goals and REAL guidelines</li> <li>Provide training to parents on AR reports, LP Fluency, assessments of English proficiency, reclassification process, and parent involvement.</li> <li>Use of Intervention teacher for Tier II and III students</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>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	

	Analysis: The percentage of students who demonstrated positive growth of at least one level on the CELDT in 2016-2017 dropped to 41% from the 2015-2016 school year when 53% of English Learner students demonstrated positive growth of at
--	---

Total Movement			
2015-2016 Level	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	36	48
Early Int	16	31	53
Int	19	82	51
Early Adv	17	25	8
Adv	5	2	N/A
<b>N</b>	<b>57</b>	<b>176</b>	<b>160</b>
<b>%</b>	<b>14.50</b>	<b>44.78</b>	<b>40.71</b>

least one proficiency level.

CAASPP 2017

Of the 291 English Learners who participated in the CAASPP, 5.84% met or exceeded the standard, 22% Nearly Met and 73% did not meet the standard.

Plan Component: Performance Goal #4		
Goal: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.	Desired Outcome:  Decrease in percentage of children that report they never feel safe at school per California Healthy Kids Survey  Increase in student attendance	Result: Goal Nearly Met California Healthy Kids Survey data will be available next year  Overall attendance decreased by 0.01%
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>• Development of the REAL Guidelines</li> <li>• Attendance incentives</li> <li>• Counselor services for groups and individuals</li> <li>• Restorative Justice training for teachers</li> <li>• CHAMPS Training for classified staff</li> <li>• Reward classes for meeting monthly attendance goals in the form of a contest</li> </ul>	Parent involvement activities that include Literacy Nights, Annual Title I meetings, Coffee with the Principal and ELAC meetings to educate parents on academic programs and goals	
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:	
<ul style="list-style-type: none"> <li>• Reward all students with a Perfect Attendance recess at the end of each month</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

English Language Arts 3rd-5th Grade

	<b>3<sup>rd</sup> Grade 2015</b>	<b>3<sup>rd</sup> Grade 2016</b>	<b>3rd Grade 2017</b>	<b>4<sup>th</sup> Grade 2015</b>	<b>4<sup>th</sup> Grade 2016</b>	<b>4th Grade 2017</b>	<b>5<sup>th</sup> Grade 2015</b>	<b>5<sup>th</sup> Grade 2016</b>	<b>5th Grade 2017</b>
Standard Exceeded	6%	6%	8%	5%	4%	6%	1%	4%	4%
Standard Met	6%	11%	12%	13%	8%	16%	26%	16%	14%
Standard Nearly Met	22%	25%	26%	13%	17%	15%	24%	22%	31%
Standard Not Met	66%	58%	53%	68%	71%	62%	49%	58%	51%

English Language Arts 6-8th Grade

	<b>6th Gr 2015</b>	<b>6th Gr 2016</b>	<b>6th Gr 2017</b>	<b>7th Gr 2015</b>	<b>7th Gr 2016</b>	<b>7th Gr 2017</b>	<b>8th Gr 2015</b>	<b>8th Gr 2016</b>	<b>8th Gr 2017</b>
Standard Exceeded	11%	20%	4%	15%	3%	16%	N/A	11%	7%
Standard Met	17%	43%	20%	30%	39%	63%	N/A	41%	21%
Standard Nearly Met	31%	26%	30%	30%	33%	16%	N/A	44%	48%
Standard Not Met	42%	11%	46%	26%	24%	6%	N/A	4%	24%

Analysis: 20% of 3<sup>rd</sup> graders, 22% of 4<sup>th</sup> graders, and 18% of 5<sup>th</sup> graders, 24% of 6th graders, 79% of 7th graders and 28% of 8th grade students met or exceeded the standard on the CAASPP in 2017 in English Language Arts.

Mathematics 3rd-5th Grade

	<b>3<sup>rd</sup> Grade 2015</b>	<b>3<sup>rd</sup> Grade 2016</b>	<b>3<sup>rd</sup> Grade 2017</b>	<b>4<sup>th</sup> Grade 2015</b>	<b>4<sup>th</sup> Grade 2016</b>	<b>4<sup>th</sup> Grade 2017</b>	<b>5<sup>th</sup> Grade 2015</b>	<b>5<sup>th</sup> Grade 2016</b>	<b>5<sup>th</sup> Grade 2017</b>
Standard Exceeded	4%	8%	7%	1%	4%	4%	1%	5%	2%
Standard Met	14%	24%	22%	12%	10%	13%	6%	11%	14%
Standard Nearly Met	30%	29%	33%	29%	33%	30%	32%	19%	30%
Standard Not Met	51%	39%	38%	59%	53%	52%	60%	65%	54%

Mathematics 6th-8th Grade

	<b>6<sup>th</sup> Gr 2015</b>	<b>6<sup>th</sup> Gr 2016</b>	<b>6<sup>th</sup> Gr 2017</b>	<b>7<sup>th</sup> Gr 2015</b>	<b>7<sup>th</sup> Gr 2016</b>	<b>7<sup>th</sup> Gr 2017</b>	<b>8<sup>th</sup> Gr 2015</b>	<b>8<sup>th</sup> Gr 2016</b>	<b>8<sup>th</sup> Gr 2017</b>
Standard Exceeded	3%	0%	2%	4%	9%	16%	N/A	4%	7%
Standard Met	8%	11%	14%	11%	6%	3%	N/A	11%	7%
Standard Nearly Met	36%	33%	30%	26%	27%	47%	N/A	22%	24%
Standard Not Met	53%	56%	54%	59%	58%	41%	N/A	63%	59%

Analysis: 29% of 3<sup>rd</sup> graders, 17% of 4<sup>th</sup> graders, 16% of 5<sup>th</sup> graders, 16% of 6<sup>th</sup> graders, 19% of 7<sup>th</sup> graders and 14% of 8<sup>th</sup> grade students met or exceeded standard on the CAASPP in 2017 in Math.

Rio Real 2014/2015 vs 2015/2016 Page 12

<b>Grade</b>	<b>2014-15 CAASPP</b>	<b>2014-15 CAASPP</b>	<b>2014-15 Math Pass</b>	<b>2014-15 ELA Pass</b>	<b>2015-16 CAASPP</b>	<b>2015-16 CAASPP</b>	<b>2015-16 Math Pass</b>	<b>2015-16 ELA Pass</b>	<b>2016-17 CAASPP</b>	<b>2016-17 CAASPP</b>	<b>2016-17 Math Pass</b>	<b>2016-17 ELA Pass</b>
--------------	---------------------------	---------------------------	------------------------------	-----------------------------	---------------------------	---------------------------	------------------------------	-----------------------------	---------------------------	---------------------------	------------------------------	-----------------------------



	Math Pass	ELA Pass	District	District	Math Pass	ELA Pass	District	District	Math Pass	ELA Pass	District	District
3	18%	12%	26%	22%	32%	17%	34%	30%	30%	20%	38%	28%
4	13%	18%	18%	23%	14%	12%	21%	23%	17%	22%	27%	27%
5	7%	27%	15%	25%	16%	20%	18%	33%	15%	18%	20%	31%
6	11%	28%	15%	30%	11%	63%	18%	29%	16%	24%	18%	30%
7	15%	45%	16%	29%	15%	42%	20%	35%	12%	79%	17%	37%
8	-	-	16%-	26%	15%	52%	17%	35%	17%	28%	26%	40%

Rio Real CAASPP GATE vs. Non GATE

Grade 2015-16	GATE Status	2014-15 CAASPP ELA - n	2014-15 CAASPP ELA - % Pass	2015-16 CAASPP ELA - n	2015-16 CAASPP ELA - % Pass	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	GATE	-	-	1	100.0%	2	100.0%	-	-	1	100.0%	2	100.0%
3	Non-GATE	-	-	115	14.8%	126	19.0%	-	-	116	31.0%	127	27.6%
4	GATE	4	100.0%	4	75.0%	7	85.7%	4	100.0%	4	100.0%	7	85.7%
4	Non-GATE	118	10.2%	128	10.9%	105	18.1%	120	17.5%	130	10.8%	105	13.3%
5	GATE	7	71.4%	8	87.5%	4	100.0%	7	85.7%	8	87.5%	4	75.0%
5	Non-GATE	87	12.6%	91	12.1%	123	14.6%	87	6.9%	93	8.6%	124	12.9%
6	GATE	-	-	-	-	6	83.3%	-	-	-	-	6	83.3%
6	Non-GATE	33	33.3%	35	62.9%	44	15.9%	33	12.1%	36	11.1%	44	6.8%
7	GATE	1	100.0%	1	100.0%	-	-	1	100.0%	1	100.0%	-	-
7	Non-GATE	30	20.0%	31	41.9%	32	78.1%	30	3.3%	31	12.9%	32	12.5%
8	GATE	2	100.0%	2	100.0%	1	100.0%	2	100.0%	2	50.0%	1	100.0%
8	Non-GATE	25	40.0%	25	48.0%	28	25.0%	25	8.0%	25	12.0%	28	14.3%
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 Real EL/EO/RFEP CAASPP

Grade 2015-16	ELA 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 - %
---------------	------------	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

			Pass		Pass		Pass		Pass		Pass		Pass
3	EL	-	-	95	6.3%	85	4.7%	-	-	96	22.9%	86	14.0%
3	EO	-	-	13	53.8%	25	36.0%	-	-	13	53.8%	25	44.0%
3	RFEP	-	-	8	62.5%	18	72.2%	-	-	8	100.0%	18	77.8%
4	EL	94	2.1%	102	3.9%	82	7.3%	96	10.4%	104	7.7%	82	7.3%
4	EO	15	40.0%	17	35.3%	13	53.8%	15	46.7%	17	29.4%	13	46.2%
4	RFEP	13	61.5%	13	53.8%	17	70.6%	13	61.5%	13	38.5%	17	47.1%
5	EL	62	1.6%	65	3.1%	87	4.6%	62	3.2%	67	6.0%	87	3.4%
5	EO	16	43.8%	17	35.3%	16	37.5%	16	6.3%	17	11.8%	16	25.0%
5	RFEP	16	50.0%	17	58.8%	24	50.0%	16	56.2%	17	52.9%	25	48.0%
6	EL	9	11.1%	10	30.0%	23	4.3%	9	0.0%	11	0.0%	23	0.0%
6	EO	3	33.3%	4	75.0%	8	37.5%	3	33.3%	4	25.0%	8	12.5%
6	RFEP	21	42.9%	21	76.2%	19	42.1%	21	14.3%	21	14.3%	19	36.8%
7	EL	10	0.0%	9	11.1%	5	40.0%	10	0.0%	9	0.0%	5	0.0%
7	EO	4	50.0%	5	80.0%	2	100.0%	4	0.0%	5	40.0%	2	50.0%
7	RFEP	17	29.4%	18	50.0%	25	84.0%	17	11.8%	18	16.7%	25	12.0%
8	EL	2	0.0%	2	0.0%	7	0.0%	2	0.0%	2	0.0%	7	0.0%
8	EO	2	50.0%	2	50.0%	3	66.7%	2	0.0%	2	0.0%	3	66.7%
8	RFEP	23	47.8%	23	56.5%	19	31.6%	23	17.4%	23	17.4%	19	15.8%
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 Real ASP/Non ASP CAASPP

Grade 2015-16	After School	2014-15 CAASPP	2014-15 CAASPP	2015-16 CAASPP	2015-16 CAASPP	2016-17 CAASPP	2016-17 CAASPP	2014-15 CAASPP	2014-15 CAASPP	2015-16 CAASPP	2015-16 CAASPP	2016-17 CAASPP	2016-17 CAASPP
------------------	-----------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------	-------------------

	Program Status	ELA - n	ELA - % Pass	ELA - n	ELA - % Pass	ELA - n	ELA - % Pass	Math - n	Math - % Pass	Math - n	Math - % Pass	Math - n	Math - % Pass
3	ASP	-	-	16	25.0%	25	28.0%	-	-	16	62.5%	25	40.0%
3	Non-ASP	-	-	100	14.0%	103	18.4%	-	-	101	26.7%	104	26.0%
4	ASP	23	21.7%	24	16.7%	19	31.6%	23	39.1%	24	20.8%	19	26.3%
4	Non-ASP	99	11.1%	108	12.0%	93	20.4%	101	15.8%	110	11.8%	93	16.1%
5	ASP	18	27.8%	21	28.6%	23	21.7%	18	22.2%	21	19.0%	23	26.1%
5	Non-ASP	76	14.5%	78	15.4%	104	16.3%	76	10.5%	80	13.8%	105	12.4%
6	ASP	9	33.3%	11	54.5%	11	45.5%	9	0.0%	12	8.3%	11	36.4%
6	Non-ASP	24	33.3%	24	66.7%	39	17.9%	24	16.7%	24	12.5%	39	10.3%
7	ASP	6	0.0%	6	16.7%	11	72.7%	6	0.0%	6	0.0%	11	0.0%
7	Non-ASP	25	28.0%	26	50.0%	21	81.0%	25	8.0%	26	19.2%	21	19.0%
8	ASP	4	0.0%	4	25.0%	4	25.0%	4	0.0%	4	0.0%	4	0.0%
8	Non-ASP	23	52.2%	23	56.5%	25	28.0%	23	17.4%	23	17.4%	25	20.0%
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>

**Accelerated Reader Data 2015-16 vs 2016-17**

% of students meeting their AR point goals per month							
Year	2015	2015	2015	2016	2016	2016	2016
Rio Real	October	November	December	January	February	March	April
	15%	16%	16%	42%	60%	67%	66%
Year	2016	2016	2016	2017	2017	2017	2017
Rio Real	October	November	December	January	February	March	April
	40%	34%	28%	52%	61%	63%	37%
Year	2017	2017	2017	2018	2018	2018	2018
Rio Real	September	October	November	December	January	February	March
	42%	56%	60%	N/A	N/A	N/A	N/A

# Rio Real Elementary - Ventura County

List of all schools in this district

Enrollment: 777    Socioeconomically Disadvantaged: 84.7%    English Learners: 72.1%    Foster Youth: 0%  
 Grade Span: K-8    Charter School: No

Dashboard Release:

Fall 2017

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		5	4
<a href="#">English Learner Progress (1-12)</a>		1	0
<a href="#">English Language Arts (3-8)</a>		3	3
<a href="#">Mathematics (3-8)</a>		3	1

### 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.

## Number of Suspensions Río Real Elementary School

<b>SCHOOL</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-2017</b>
Rio Real	5	4	7	11

**SCHOOL ATTENDANCE AVERAGE**

	Kdgn	1st	2nd	3rd	4th	5th	6th	7th	8th	School Attendance Average
2016-17	96.88%	97.02%	96.91%	96.33%	97.02%	97.33%	97.89%	97.90%	98.43%	97.07%
2015-16	97.04%	97.38%	96.90%	96.97%	97.57%	97.27%	96.87%	96.66%	95.25%	97.08%
2014-15	96.05%	95.79%	96.81%	97.47%	97.30%	97.42%	99.10%	98.70%		96.85%

**Chronic Absenteeism Count**

	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Río Real	789	31	3.9%
Río School District	5,359	445	8.3%
Ventura County	143,370	13,771	9.6%
State	6,405,496	694,030	10.8%

**Summary Findings**

### **Strengths:**

- Rio Real established a collaborative system to carry out district and site initiatives. The site leadership team, comprised of grade level teacher leaders, supported the implementation of district initiatives. These initiatives are implemented, analyzed and reflected upon by the grade level and site collaborative groups.
- Professional learning was a strong focus. Inquiry based instructional design was supported by district consultants and the Superintendent.
- Rio Real is in near the last phase (1 year remaining) of becoming the district's first all dual language school where students learn in an effective model for English learners using two languages in a 90:10 model of instruction.
- The Intervention Progress Team monitored and supported student learning and outcomes.
- Differentiated learning occurred on many levels. Students with IEP and 504 plans received specialized instruction and/or accommodations. Teachers accommodate different learning styles and abilities in daily lessons.
- Kindergarten classes received two extra hours of support on a daily basis from a credentialed hourly teacher. This allowed for individualized and small group targeted instruction on a daily basis.
- A variety of elective classes are offered to middle school students who are eligible to be in an elective class.
- Measured from May/June 2016 to May/June 2017, students in testing grades averaged 1.6 to 2.2 Grade Equivalent reading growth.
- Measured from May/June 2016 to May/June 2017, students in testing grades averaged 1.6 to 2.1 Grade Equivalent math growth.
- Technology devices are supported on a 1:1 basis in all grade levels.

### **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.

- A large percentage of students have difficulty making adequate growth towards attaining proficiency in mathematics. The increasing demand of conceptual understanding and procedural fluency in the CCSS requires that students construct verbal and written arguments that demonstrate mathematical understanding. There continues to be a need to engage in instructional practices that support mathematical discourse.
- The number of students reading and understanding books read outside of the core curriculum is noted as an area of need. According to Accelerated Reader data, students maintained an average quiz score of 86% in 2016-17.
- Increase average percent correct on quizzes taken by students in the Accelerated Reader program.
- In 2016-17, 40% of English Learners made growth toward language proficiency.
- Dual language teachers need further professional development opportunities specific to teaching literacy in Spanish.
- Use of Reading Dashboard including LP fluency in Spanish for students in 3rd -8th grade.
- Provide intervention during and after school.
- Incorporate 5 Cs (Critical thinking, Collaboration, Communication, Creativity, and Caring) activities into weekly lessons.
- More teachers using Inquiry Based Investigative Design.
- Introduce the California ELA/ELD Framework and ELD state standards through professional development.

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

#### **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 Met in grades 3-8 will increase by 5% 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 Met in grades 3-8 will increase by 5% as measured by CAASPP Math scores school wide.

**Goal 3:** English Learners - By June 2018, 25% of English Learners (ELs) in grades 3-5 and 60% of English learners in grades 6-8 will scoring Standard Exceeded or Met on the ELA CAASPP.

**Goal 4:** Non-academic - The students at Rio Real Elementary will feel safe, connected to school and attend school in an orderly environment as measured by creating a welcoming and safe environment where students attend and Rio Real will maintain a 97.5% 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:

**LCAP GOAL: #1** Improve student achievement at every school and every grade in all content areas. **#2** Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning. **#4** Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking, and communication.

**SCHOOL GOAL:** Reading – By June 2018, the number of all students scoring Standard Exceeded or Standard Met in grades 3-8 will increase by 5% as measured by CAASPP English Language Arts 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 Reading and CAASPP data	<p>Measured from May/June 2016 to May/June 2017, students in testing grades averaged 1.6 to 2.2 Grade Equivalent reading growth.</p> <p>28% of all students met or exceeded standard on the CAASPP in 2017 in English Language Arts a decrease of 3% from 2016.</p> <p>58.5% of English Learners met or exceeded the standard on the CAASPP in 2017.</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</p>

**STRATEGY: Implement Accelerated Reader program, provide site-based professional development that promotes student engagement in inquiry based, academic conversations, critical thinking and comprehension. Provide intervention support for struggling students in K-8 during the school day.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Common Core Instructional Resources	Principal, Assistant Principal, Library Clerk, Teachers, Grade Level Leaders	Purchase low level, high interest reading books and electronic materials for struggling readers (fiction and non-fiction). Sets for classroom use and individual books for the library, in English and Spanish (leveled readers, library books, class sets).	\$3,000 - Local Control Funding Formula (LCFF)
2. Provide professional development	Principal, Assistant Principal	Attend conferences and trainings to support the effective implementation of teaching and learning strategies for dual language instruction.	\$19,000 - Title I
3. Hire and train hourly teachers to provide intervention and provide support to K-8th grade students	Principal, Assistant Principal	Hire and train teachers to deliver foundational reading skills to students who are 2-4 years behind in reading (1) and (2) kindergarten push-in teachers to do additional hours to provide intervention to struggling kindergarten readers.	\$31,050 - LCFF Intervention teacher (3-8th gr.)  \$22,722 - Title I Extra hours (1.75) kindergarten (2) push in teachers 135 days X \$48.09 X 1.75 hrs X2
4. Purchase intervention materials	Principal, Assistant Principal	Purchase intervention materials and supplies	\$500 LCFF
5. Intervention Progress Team (IPT) Monitoring	Principal, Assistant Principal, Counselor, Teachers	Provide a substitute teacher to allow teachers to participate in the IPT process of monitoring academic progress	\$1,923 LCFF

6. Purchase supplies	Principal, Assistant Principal, Teachers	Purchase materials and supplies to support project based learning	\$1,000 LCFF
7. Purchase reading software	Principal, Assistant Principal, Teachers	Purchase A-Z Reading licenses to support struggling readers with leveled reading books	\$3,903 Title I
9. Evaluate dominant language for incoming kinder students	Principal, Assistant Principal, Teachers,	Hire and train a bilingual substitute teacher to administer language evaluations to incoming kinder students to determine their dominant language for placement in the dual language program	\$3,000 LCFF
10. Purchase/replace hardware, cables	Principal, Assistant Principal, Technology Champions	Purchase and replace cables, connectors	\$500 LCFF
11. Provide assistance in integrating technology into the classroom	Technology Champions	Provide assistance to staff in technology integration, lesson design, and troubleshooting	\$2,000 / 2 LCFF (1 elementary, 1 middle school)
12. Provide incentives for students and teachers for meeting reading goals	Principal, Assistant Principal, Librarian, Teachers	AR Awards, Spelling Bee, Spanish Spelling Bee	\$300 LCFF
13. Provide extra hours to have library 1st day	Principal, Library Clerk	Library clerk to work extra hours in August to prepare the library to be open for 1st day of school	\$300 LCFF

ready			
14. Library Clerk	Library Clerk	Staff library and ensure access to all students and teachers	\$26,373 LCFF

**LCAP GOAL: #1** Improve student achievement at every school and every grade in all content areas. **#2** Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning. **# 4** Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking, and communication.

**SCHOOL GOAL #2 : Math** – By June 2018, the number of all students scoring Standard Exceeded or Standard Met in grades 3-8 will increase by 5% as measured by CAASPP Math scores school wide.

<p><b>What data did you use to form this goal?</b></p> <p>STAR Math and CAASPP data</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Measured from May/June 2015 to May/June 2016, students in testing grades averaged 1.6 to 2.2 Grade Equivalent math growth</p> <p>19% of students met or exceeded standard on the CAASPP in 2016 in Math</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>Trimester benchmark exams</p> <p>Beginning of year assessments</p> <p>End of Year Assessments</p> <p>STAR Math assessment</p>
---	---	--

**STRATEGY: Ensure math instruction is differentiated within heterogeneous groupings for core instruction. Analyze benchmark and formative assessment results to adjust instruction. Analyze STAR Math growth scores each trimester.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Before and after school tutoring	Principal, Assistant Principal, Staff	Teachers will provide before and after school tutoring in small group instruction in math before or after school. Teachers will be paid hourly rate for this extra instruction with a focus on reading and math.	\$1,800 Title I  37 hours X \$40/hr + benefits
2. Professional Development in Math	Principal, Assistant Principal, Teachers	Provide professional development opportunities related to math	\$1,850 Title I
3. Provide materials and supplies	Principal, Assistant Principal	Provide materials and supplies needed for project based learning and/or family math nights	\$350 LCFF
4. Provide parent education	Principal, Assistant Principal, Teachers	Provide Parent education with Literacy Nights in Math and Reading.	\$1,000 LCFF \$1,000 Title I 20 teachers X 2 hrs=40 hrs@ \$40/hr + benefits
5. Software	Principal, Assistant Principal	Purchase ST Math licenses	\$5,500 LCFF \$1,293 Title I 250 X \$26 ea

**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:

**LCAP GOAL: Goals 1-5**

**SCHOOL GOAL 3:** By June 2018, 60% of English Learners (ELs) in grades 3-8 will move up at least one level as measured by California Assessment of Student Performance and Progress (CAASPP).

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?
CELDT 2017 data	40% of English Learners made progress toward attaining proficiency	CAASPP

**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)
1. Professional Development	Principal, Assistant Principal	Provide professional development in Academic Conversations to support English Learners.	\$3,000 Title I
2. Coordinate Services for English learners	English Learner Coordinator	Coordinate English Learner services. Identify students for reclassification. Oversee administration of CELDT and ELPAC onsite. Monitor the progress of English learners.	\$4,500 LCFF \$100 Title I
3. APRENDA	Principal, Assistant	Purchase and administer Spanish assessment to all	\$4,000 Title I

4. Supplemental ELD Materials	Principal	students in the dual language program. Scoring fees.	\$750 Title 1
	Principal, Assistant Principal	Purchase English 3D consumable materials for long term English learners	

**LCAP GOAL: Goals 1-6**

**SCHOOL GOAL 4: Non-academic- Rio Real Elementary School will create a welcoming and safe environment where students attend and are connected to their school. Rio Real will maintain a 97.5% or higher attendance rate for at least 7 of 10 months**

<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>
Attendance data	Average daily attendance rate during the 2016-17 school year was 97.5%	Survey results
California Healthy Kids Survey	7% of students reported that they never feel safe at school	Attendance data

**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.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Positive Behavior Support	Principal, Assistant Principal, Counselor, Teachers	<p>Support school wide expectations and REAL Guidelines. Teachers support articulation of PBIS principles (CHAMPS, Restorative Justice). Use CHAMPS posters and REAL guidelines school wide.</p> <p>Counselor will train support staff (office and noon duty aides) on the principles of PBIS and school wide expectations. All teachers will implement common expectations and referral process to ensure a safe learning environment (RtI Tier I Behavior)</p>	<p>\$500 Title I</p> <p>\$350 LCFF</p>
2. 8th Grade End of Year Culminating Activity	Principal, Assistant Principal, Counselor, Teachers	Send all 8th grade students for a 3 day, 2 night outing to Camp Shalom. Team building and end of year culminating activity.	\$4,000 LCFF
3. Parent Engagement	Principal, Assistant Principal	Provide translation services for parents to participate in conferences	\$300 LCFF
4. Counselor	Counselor	Provide counseling support services (group and individual) for students. Students from low socio-economic backgrounds as well as students who are English learners will benefit socially and emotionally from receiving services in group and individually. Counseling services support a positive environment, increase attendance and maintain a focus on learning. The counselor will interface with parents with the goal of positively impacting attendance.	RSD
5. Student and	SFSS	Provide parent outreach and support to families with	\$6,434 LCFF



Family Support Specialist		filling out forms required by the school, translation services, etc.	
6. Biliteracy Awards	Principal, Assistant Principal	Award ribbons, certificates and medals to students who meet the criteria for Pathway to Bilingualism	\$750 Title I
7. Attendance Incentives	Principal, Assistant Principal	Provide attendance incentives for classes with excellent attendance after the earn the letters ATTENDANCE one letter at a time for a week of attendance above 97.5%	\$150 LCFF
8. Home School Communication	Principal, Assistant Principal, Teachers	Provide a vehicle for home school communication with Communicator folders	\$2,500 LCFF
9. Safe Environment	Principal, Assistant Principal, Leadership Teacher	School assemblies to increase school connectedness and attendance	\$750 LCFF
10. Student Leadership	Principal, Assistant Principal, Leadership Teacher	Student Leadership Training Conference	\$900 LCFF
11. After School Program Coordinator	After School Program Coordinator	After School Program Coordinator, instructional supplies for ASP, cell phone and wireless card, transportation for field trips, training, professional development, digital cameras, laptop	\$33,405 ASES
11. SARC	Principal, Assistant Principal	School Accountability Report Card	\$1,000 LCFF

**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 & 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

**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.

<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.

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	\$ 99,680
	<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)	\$ 34,405
<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	\$134,085

<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)	\$ 60,668
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$ 1,000
<input checked="" type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$
	<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	\$60,668
<input checked="" type="checkbox"/>	Total amount of state and federal categorical funds allocated to this school	\$194,753

### 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:

---

<sup>3</sup>

*EC* Section 52852

Names of Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
María M. Hernández	<input checked="" type="checkbox"/>			
Margarita Mosqueda		<input checked="" type="checkbox"/>		
Mark Jester		<input checked="" type="checkbox"/>		
Erika Padilla		<input checked="" type="checkbox"/>		
Leticia Ramos			<input checked="" type="checkbox"/>	
Juliana Cid				<input checked="" type="checkbox"/>
Armando Vargas				<input checked="" type="checkbox"/>
Alexander Manno				<input checked="" type="checkbox"/>
Alma Alvarez-Rice				<input checked="" type="checkbox"/>
TBD				<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 (**Check those that apply**):

	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: February 21, 2018.

Attested:

\_\_\_\_\_  
Principal Name

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Chairperson Name

Signature of SSC Chairperson

Date