

Single Plan for Student Achievement

2017-18

Rio del Norte Elementary



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The Single Plan for Student Achievement

School: Rio del Norte Elementary School

District: Rio School District

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

Principal: Jake Waltrip

Date of this revision: February 22, 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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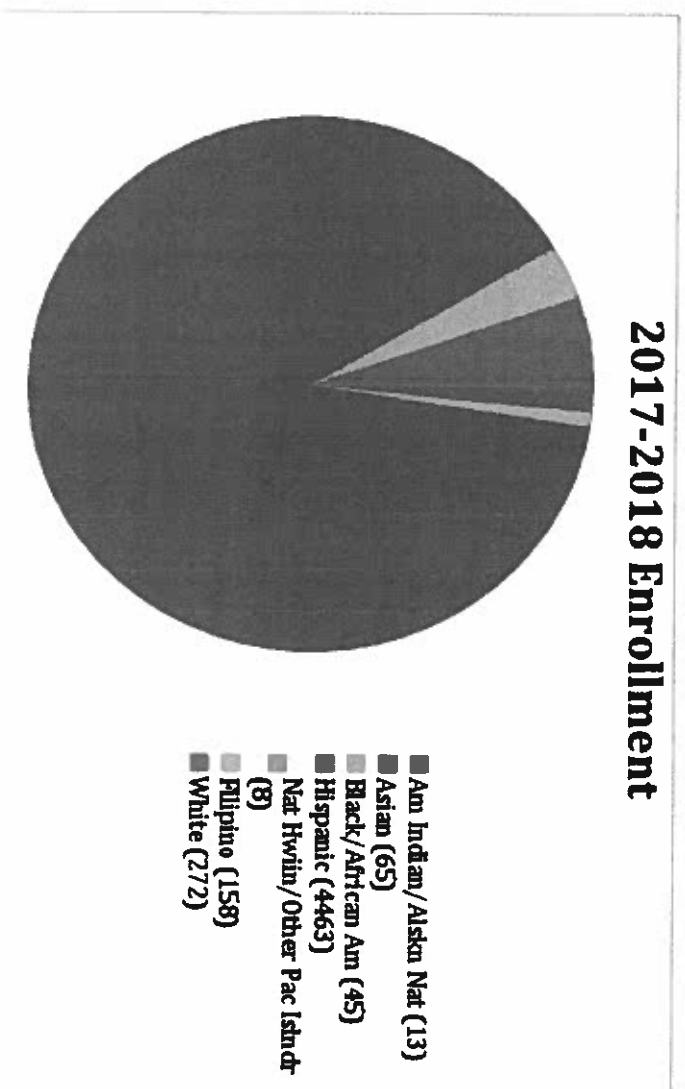
DISTRICT PROFILE

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

2017-2018 Enrollment



Learners Language Learners, 44% of whom speak Spanish as their primary language.

During the 2017-2018 school year, RSD identified students with Individual Education Plans (IEP) in 12 categories of primary disability. “Specific Learning Disability” and “Speech and Language” were the predominant disabilities reported. Of the 164 students with IEP’s for Specific Learning Disabilities, 93% were Hispanic; of the 286 students with IEPs for Speech and Language, 87% were Hispanic.

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

Of the 238 district teachers, 54% hold Master Degrees, and another 98% have attained a

Baccalaureate Degree plus 30 units of higher education credit. The average years of teaching service in the district is 11, and the average years of teaching experience is 13. One hundred percent of teachers are credentialed to teach in their subject area and hold the appropriate English Learner authorization allowing services to be provided to English Learners.

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

Needs Assessment Process

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

Rio School District continues to craft a collaborative system that includes district-wide K-8 Curriculum Council, management and principal teams, site-level Professional Learning Communities (PLCs) as well as district level professional development and calibration. This network was effectively utilized throughout the needs assessment process to analyze data, identify priority needs, create action steps, and communicate with stakeholders. Educational Services worked with the following team members to create a long-range goals and strategies (captured in the Local Control Accountability Plan) designed to improve student outcomes and college and career readiness.

Rio School District Goals

The goals in this plan were developed to ensure that all students make significant academic progress, and all teachers are provided with the professional development, tools, and resources needed to provide and facilitate exceptional instruction. The following achievement goals are consistent with the Local Control Accountability (LCAP) Local Education Plans and the California Assessment of Student Progress and Performance (CAASPP).

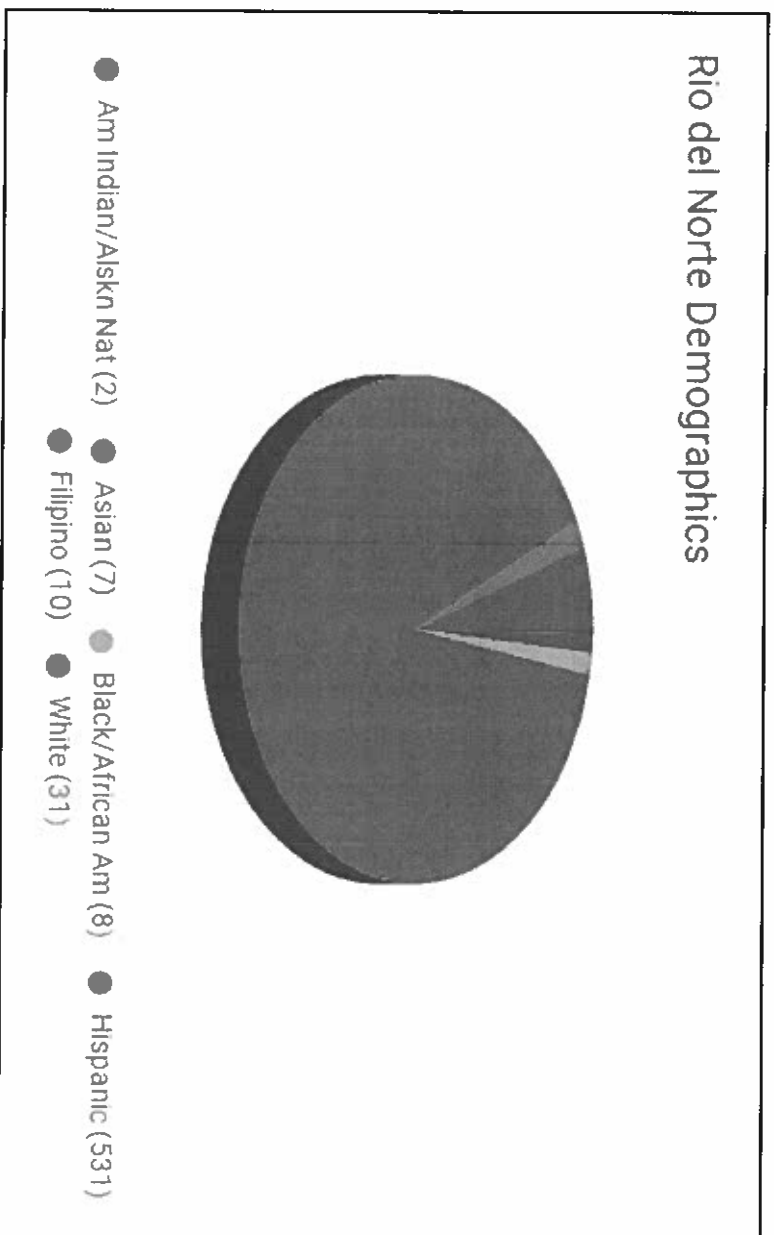
Local Control Accountability Plan Goals

- Goal 1:** Improve student achievement at every school and every grade in all content areas.
- Goal 2:** Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning.
- Goal 3:** Create welcoming and safe environments where students attend and are connected to their school.
- Goal 4:** Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking, and communication.
- Goal 5:** Recruit, hire, train and retain exemplary employees who are caring, committed, collaborative, creative, and critical Thinkers.

Rio del Norte Elementary School Profile

The mission of the Rio School District and Rio del Norte Elementary is to educate learners to thrive in the 21st century.

Approximately 570 students attend Rio del Norte 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.



Nineteen languages are represented in the district. Approximately 43% of Rio del Norte students are identified as English Learners (ELs), 93% of whom speak Spanish as their primary language. 93 students have Individualized Education Plans.

Needs Assessment Process

As part of our professional practice at Rio del Norte, 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

An analysis of California Assessment of Pupil Progress & Performance (CAASPP), local assessment data results and new California Dashboard feedback was considered in measuring past performance to set four main goals set forth this in plan. After analyzing state and 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.

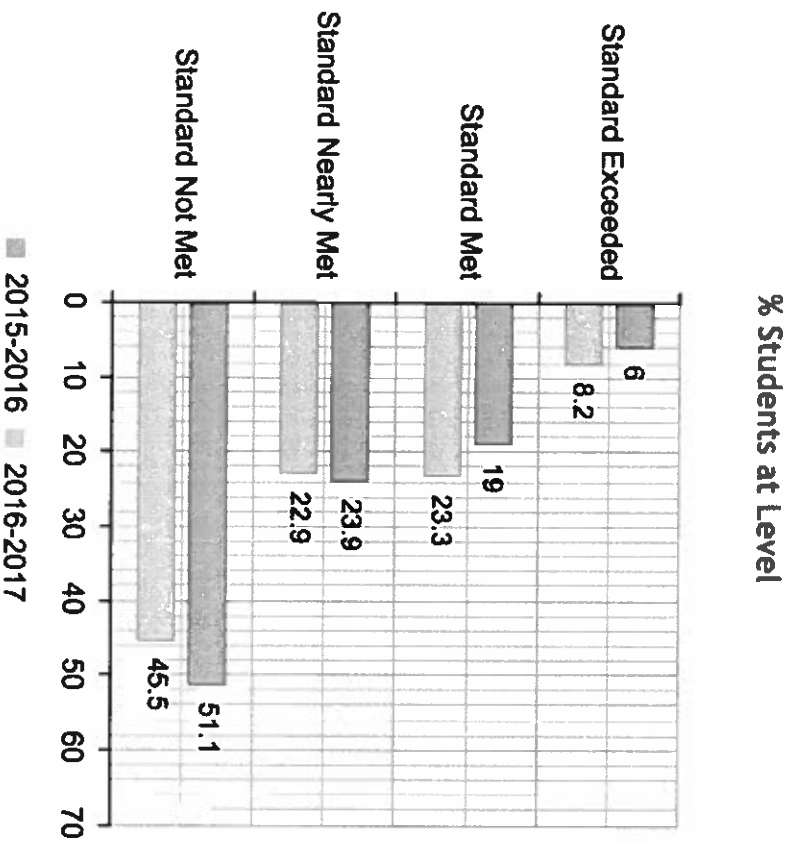
Annual Evaluation of Title- 1 Activities

Plan Component: Performance Goal #1		See data chart below	
Goal: Reading – By June 2017, the number of all students scoring Standard Exceeded or Standard Met in grades 3-5 will increase by 5% as measured by CAASPP English Language Arts scores school wide.	Desired Outcome: 5% increase in CAASPP ELA results.	Result: ELA - The percentage of students meeting or exceeding standards in 2016 was 25%. The percentage of students meeting or exceeding standards in 2017 was 31.5%. This is an increase of 6.5%.	
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"> • Provided professional development surrounding Accelerated Reader and technology • Hired and train hourly teachers to provide intervention and support to K-5 students • Implemented goal setting program 	<ul style="list-style-type: none"> • Provide incentives for students and teachers for meeting reading goals • 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 • Hired and train hourly teachers to provide intervention and support to K-5 students • Implemented goal setting program 		
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:		
<ul style="list-style-type: none"> • Hire and train one hourly teacher to provide Tier III intervention to struggling readers in grades 1st-5th 	<ul style="list-style-type: none"> • None 		

Evaluation of Goal 1 - Reading

CAASPP scores ELA/Literacy 2016 compared to 2017

SBAC All Grades ELA/Lit



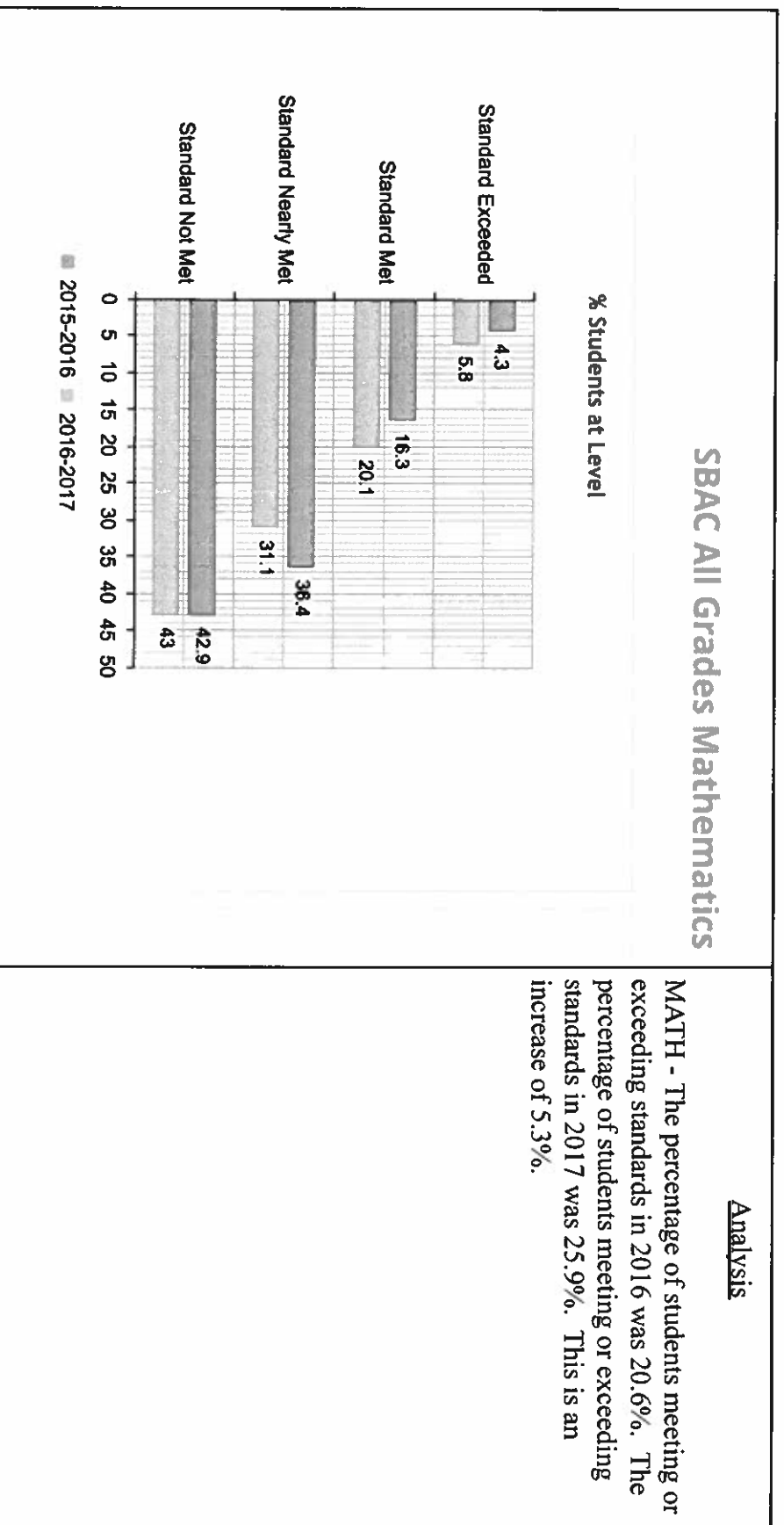
Analysis

ELA - The percentage of students meeting or exceeding standards in 2016 was 25%. The percentage of students meeting or exceeding standards in 2017 was 31.5%. This is an increase of 6.5%.

Plan Component: Performance Goal #2		See data chart below	
Goal: Math – By June 2017, the number of all students scoring Standard Exceeded or Standard Met in grades 3-5 will increase by 5% as measured by CAASPP Math scores school wide.	Desired Outcome: 5% increase in CAASPP ELA results.	Result: The percentage of students meeting or exceeding standards in 2016 was 20.6%. The percentage of students meeting or exceeding standards in 2017 was 25.9%. This is an increase of 5.3%.	
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"> • Technology integration • After school tutoring that targeted socioeconomically disadvantaged and EL students • Goals setting program implementation 		<ul style="list-style-type: none"> • Work with software company to increase parent understanding of the goal setting program 	
Activities that we would like to continue but require significant modification:		Activities that we will eliminate:	
<ul style="list-style-type: none"> • Analyze STAR math achievement with data teams and the site leadership team to determine course corrections. 		<ul style="list-style-type: none"> • None 	

Evaluation of Goal 2 - Math

CAASPP scores Mathematics 2016 compared to 2017



Plan Component: Performance Goal #3		
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.	Desired Outcome: Increase the percentage of English Learners making progress toward proficiency.	Result: In the absence of CELDT data, we will use CAASPP data to measure the result. 9.8% of ELs scored meeting or exceeding standard in ELA in 2016. In 2017, 13.1% of ELs scored meeting or exceeding standard. This is an increase of 3.3%. 10.3% of ELs scored meeting or exceeding standard in MATH in 2016. In 2017, 25.7% of ELs scored meeting or exceeding standard. This is an increase of 15.4%.
Implementation of Activities		
Activities that worked well for us: <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 	Activities that we would like to continue, with minimal modifications: <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 	
Activities that we would like to continue but require significant modification: <ul style="list-style-type: none"> • Professional development will be scaled back to reduce the number of days teachers are out of the classroom 	Activities that we will eliminate: <ul style="list-style-type: none"> • None 	

Evaluation of Goal 3 - English Learner Progress

CAASPP scores for English Learners 2014-2017

Rio Del Norte EL/EO/RFEP CAASPP

Grade 2015-16	ELA Status	2014-15 CAASPP ELA - n	2014-15 CAASPP ELA - % Pass	2015-16 CAASPP ELA - n	2015-16 CAASPP ELA - % Pass	2016-17 CAASPP ELA - n	2016-17 CAASPP ELA - % Pass	2014-15		2015-16		2016-17	
								CAASPP Math - n	CAASPP Math - % Pass	CAASPP Math - n	CAASPP Math - % Pass	CAASPP Math - n	CAASPP Math - % Pass
3	EL	-	-	50	14.0%	48	29.2%	-	-	50	16.0%	48	31.2%
3	EO	-	-	52	34.6%	50	36.0%	-	-	52	34.6%	50	48.0%
3	RFEP	-	-	1	100.0%	49	16.3%	-	-	1	0.0%	49	16.3%
4	EL	34	14.7%	33	15.2%	50	36.0%	34	14.7%	33	15.2%	50	34.0%
4	EO	50	8.0%	56	33.9%	1	100.0%	50	16.0%	56	19.6%	1	100.0%
4	RFEP	2	50.0%	5	20.0%	32	28.1%	2	50.0%	5	20.0%	33	9.1%
5	EL	33	3.0%	40	10.0%	59	39.0%	34	2.9%	40	2.5%	59	11.9%
5	EO	45	42.2%	42	54.8%	3	33.3%	45	33.3%	42	21.4%	3	33.3%
5	RFEP	15	53.3%	16	81.2%	48	29.2%	15	26.7%	16	37.5%	48	31.2%
All	EL	928	5.5%	1307	9.8%		13.1%	933	6.3%	1335	10.3%		25.7%
All	EO	928	32.9%	1300	38.5%		41.1%	920	22.7%	1298	26.2%		60.4%
All	RFEP	534	48.5%	625	57.1%		67.1%	525	32.2%	625	35.0%		56.6%

Plan Component: Performance Goal #4		
Goal: 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.	Desired Outcome: Maintain a 96.0% or higher attendance rate for at least 7 of 10 months.	Result: Attendance rate of 96.0 was achieved in 3 of 10 months.
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 	
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:	
<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 Alter the start time of the day Communicate goals to students via video and assemblies 	<ul style="list-style-type: none"> None 	

Evaluation of Goal 4 - Attendance

Attendance by Each Reporting Period

SCHOOL ATTENDANCE AVERAGE

	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10
2016-17	96.62%	96.03%	96.07%	94.77%	93.82%	94.83%	94.84%	93.50%	95.40%	95.06%

Attendance rate of 96.0 was achieved in 3 of 10 months.

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

Rio del Norte 2014/2015 vs 2015/2016

Grade	2014-15 CAASP P Math Pass	2014-15 CAASP P ELA Pass	2014-15 Math Pass District	2014-15 ELA Pass District	2015-16 CAASP P Math Pass	2015-16 CAASP P ELA Pass	2015-16 Math Pass District	2015-16 ELA Pass District	2016-17 CAASP P Math Pass	2016-17 CAASP P ELA Pass	2016-17 Math Pass District	2016-17 ELA Pass District
3	18%	11%	26%	22%	24%	25%	34%	30%	39%	32%	38%	28%
4	21%	31%	18%	23%	18%	28%	21%	23%	26%	27%	27%	27%
5	16%	21%	15%	25%	17%	40%	18%	33%	11%		20%	31%

Rio Del Norte Gate 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	-	-	3	100.0%	5	100%	-	-	3	100.0%	5	100%
3	Non-GATE	-	-	100	23.0%	93	29.0%	-	-	100	23.0%	93	36.6%
4	GATE	10	50.0%	9	77.8%	5	100.0%	10	80.0%	9	77.8%	5	100.0%
4	Non-GATE	76	6.6%	85	21.2%	95	23.2%	76	7.9%	85	11.8%	95	22.1%
5	GATE	12	66.7%	12	97.1%	10	90.0%	12	75.0%	12	58.3%	10	60.0%
5	Non-GATE	81	24.7%	86	33.7%	84	28.6%	82	13.4%	86	10.5%	84	5.9%
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 del Norte ASP/Non ASP CAASPP

Grade 2015-16	After School Program Status	2014-15 CAASPP ELA - n	2014-15 CAASPP ELA - % Pass	2015-16 CAASPP ELA - n	2015-16 CAASPP ELA - % Pass	2016-17 CAASPP ELA - n	2016-17 CAASPP ELA - % Pass	2014-15 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	ASP	-	-	31	29.0%	27	25.9%	-	-	31	38.7%	27	37.0%
3	Non-ASP	-	-	72	23.6%	71	35.2%	-	-	72	19.4%	71	40.8%
4	ASP	32	6.2%	32	21.9%	29	20.7%	32	15.6%	32	12.5%	29	31.0%
4	Non-ASP	54	14.8%	62	29.0%	71	29.6%	54	16.7%	62	21.0%	71	23.9%
5	ASP	24	25.0%	25	36.0%	30	40.0%	25	12.0%	25	12.0%	30	13.3%
5	Non-ASP	69	31.9%	73	42.5%	64	32.8%	69	24.6%	73	17.8%	65	10.8%
All	ASP	430	25.8%	587	30.5%			432	19.0%	587	25.2%		
All	Non-ASP	1960	25.7%	2645	30.5%			1946	18.2%	2671	20.6%		

Number of Suspensions

	2013-14	2014-15	2015-16	2016-2017
Rio del Norte	4	7	7	9

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

Rio del Norte - Ventura County

List of all schools in this district

Enrollment: 579 Socioeconomically Disadvantaged: 73.9% English Learners: 44% Foster Youth: 0%
 Grade Span: K-5 Charter School: No

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for English Learners on all 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 Student Performance	Status	Change
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Medium 1.1%	Declined -0.4%
<u>English Learner Progress (1-12)</u>		Medium 70%	Increased -4.3%
<u>English Language Arts (3-8)</u>		Low 59.9 points below level 3	Increased +3.4 points
<u>Mathematics (3-8)</u>		Low 57.1 points below level 3	Increased Significantly +17.7 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.

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	2016	2016
Rio del Norte	October	November	December	January	February	March	April		
	23	18	13	31	64	70	72		
Year	2016	2016	2016	2017	2017	2017	2017	2017	
Rio del Norte	October	November	December	January	February	March	April		
	54	44	29	80	64	63	34		

School Goals, Strategies and Action Steps (Strengths and Needs)

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 during weekly staff meetings and district professional development opportunities 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 IEPs and 504 plans were provided specialized instruction and/or accommodations. Teachers accommodated differing 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 modestly, the number of students monthly point targets (volume of reading) needs 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 providing professional development around the California ELA/ELD Framework and ELD state standards.
- 46.9% of students scored Standard Not Met on the CAASPP ELA in 2016-2017. This is a decrease of 2%, however, further decreases are necessary.
- 36.8% of students scored Standard Not Met on the CAASPP Math in 2016-2017. This is a decrease of 7.8%, however, further decreases are necessary.

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 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.

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 2017-18

SCHOOL GOAL: 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.

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?
2016-17 CAASPP data	The percentage of students meeting or exceeding standards in CAASPP ELA in 2017 was 31.5%	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>\$2,000 – Title I</p>
<p>2. Provide professional development surrounding technology</p>	<p>Principal and participating teachers</p>	<p>Attend technology conference(s) and reading conferences. Provide professional development and implementation support of key strategies to all staff</p>	<p>\$5,000 – 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</p>	<p>111 days X \$50 hourly X 4.0 hours for 1st-5th intervention = \$22,200 - LCPF 2 kindergarten hourly teachers for 135 days X \$50 hourly X 5.5 hours = \$74,250 District covers \$74,250 Site covers \$22,200</p>
<p>4. Purchase intervention materials</p>	<p>Principal</p>	<p>Purchase intervention materials and supplies</p>	<p>\$2,000 – 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>\$5,000 – Title I</p>

6. Provide after school tutoring for students	Principal, teacher tutors	Teacher salary, materials, and supplies. Teachers will develop progress monitoring tools, design curriculum, and provide support to SED and EL students	\$3,000 – LCPF
7. Purchase/replace cables and connectors	Tech. Champion, principal	Purchase/replace cables and connectors	\$1,500 – LCPF
8. Provide incentives for students and teachers for meeting reading goals	Principal, librarian	Purchase incentives such as T-shirts, pencils, etc.	\$4,500 – Title I
9. Library tech.	Librarian	Ensure access to the library and support Accelerated Reader program. 42% of full time Librarian	\$23,673 – LCPF
10. Hold parent involvement/ outreach events	Principal, teachers	Library training and materials	\$1,000 – Title I
11. Increase reading engagement in the after school program	Principal, staff, RSD, After School Program Liaisons, After School Program staff	Hold parent nights that include Game Nights. Provide refreshments at committee meetings	\$1,000 – Title I
		Increase reading achievement for students participating in the after school program by ensuring access to the Accelerated Reader program and web-based learning software	ASES (After School Education and Safety grant)

<p>12. 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>13. 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>14. 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>
<p>15. Grade level unit planning</p>	<p>Grade levels</p>	<p>Pay for materials and substitutes for common planning time for teachers</p>	<p>\$3,000 – Title I</p>
<p>16. Data team meetings</p>	<p>Teacher, principal</p>	<p>Pay for materials and substitutes for data analysis</p>	<p>\$2,000 – Title I</p>
<p>17. Purchase library books</p>	<p>Principal, library tech.</p>	<p>Purchase library books to increase circulation</p>	<p>\$7,712 - Title I</p>

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 2017-18

SCHOOL GOAL: 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.

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?
2016-17 CAASPP data	The percentage of students meeting or exceeding standards in CAASPP Math in 2017 was 25.9%	2017-18 CAASPP data

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	Provided by RSD

<p>2. Analyze STAR data and benchmark data</p>	<p>Principal and teachers</p>	<p>professional development trainings related to math instruction</p> <p>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.</p>	<p>\$2,000 – Title I</p>
<p>3. After school tutoring</p>	<p>Principal, staff</p>	<p>Teachers will analyze student data and identify students to receive small group instruction in math after school. Teachers will be paid for this extra instruction. Focus on reading and math</p>	<p>Captured in Goal #1 action 6</p>
<p>4. After school intervention supplies/materials</p>	<p>Principal, staff</p>	<p>Develop and purchase instruction and assessment materials</p>	<p>Captured in Goal #1 action 6</p>
<p>5. Professional development</p>	<p>Principal, staff</p>	<p>Provide professional development opportunities surrounding math, reading, English Language Development, and technology instruction</p>	<p>\$2,000 – Title I</p>
<p>6. After school student math support</p>	<p>Principal, After School Liaison, after school program staff</p>	<p>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</p>	<p>ASES</p>

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: 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.		

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?
2016-17 CAASPP data for the English Learner subgroup	13.1% of English Learners Met Standard or Exceeded Standard on ELA CAASPP for 2017-18	2017-18 ELA CAASPP results for English Learners

STRATEGY: Provide English Language Development at targeted levels. 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 ELD and designated ELD</p>	<p>Rio School District, Ventura County Office of Education (VCOE)</p>	<p>VCOE to provide multiple days of teacher training surrounding Integrated and Designated ELD</p>	<p>Provided by RSD</p>
<p>4. Provide a stipend to an English Language Coordinator to monitor ELs, attend monthly district meetings, and support the administration of ELPAC</p>	<p>Principal, 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>Captured in Goal #1 Action 13</p>

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: 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.

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?
2016-17 attendance data for 10 monthly reporting period	Attendance data shows that the 96.0% target was met in 3 out of 10 months	Monthly attendance averages in 2017-18

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 and growth mindset	Principal, counselor, teachers	Hold weekly assemblies to honor students engaging in act of kindness and provide incentives, such as cookies with the counselor	\$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. 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	District expense
5. Student and Family Support Specialist	Student & Family Support Specialist	Provide family support with paperwork, translation, and parent outreach. 20% of total cost of employee	\$6,288 - LCFF
6. After School Program	After School Program staff and RSD	The Youth Development Specialist and site coordinator will deliver instruction, support, and enrichment	ASES

7. Purchase gardening materials	After School Program Coordinator, ASP Liaison, Principal	activities to students in order to increase student achievement in ELA and mathematics. After School Program Liaisons will support these endeavors Increase engage and gardening knowledge	\$944 - LCFF
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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 support 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 District Wide Staffing to include Teachers on Special Assignment, to support professional development to include on site coaching. Data Analyst to support in the data disaggregation and program evaluation School Counselor	August 2017-June 2018 August 2017-June 2018 August 2017-June 2018			Title-I-LCAP Title-I-LCAP Title-I-LCAP

¹

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

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

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/cal2sguiappcalprog.asp>

		Allocation
	State Programs	
	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	\$ 64,480
	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)	\$0
<input checked="" type="checkbox"/>	Other funds (After School Education and Safety Supplemental)	\$0
<input checked="" type="checkbox"/>	Total amount of state categorical funds allocated to this school	\$64,480

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 37,212
<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) 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).	\$ 372
	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)	\$0
<input checked="" type="checkbox"/>	Total amount of federal categorical funds allocated to this school	\$37,212
<input checked="" type="checkbox"/>	Total amount of state and federal categorical funds allocated to this school	\$101,692

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
Jake Waltrip	<input checked="" type="checkbox"/>			
William Almstrom		<input checked="" type="checkbox"/>		
Elise Legaspi		<input checked="" type="checkbox"/>		
Lisette Garcia		<input checked="" type="checkbox"/>		
Maria Perez			<input checked="" type="checkbox"/>	
David Albanese				<input checked="" type="checkbox"/>
Leonor Alejos				<input checked="" type="checkbox"/>
Diana Duarte				<input checked="" type="checkbox"/>
Eve Montiel				<input checked="" type="checkbox"/>
Richie Polido				<input checked="" type="checkbox"/>
Numbers of members in each category	1	3	1	5

³ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

	State Compensatory Education Advisory Committee	Signature	
<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 SPSSA 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 SPSSA was adopted by the SSC at a public meeting on: February 22, 2018.

Attested:

Jake Waltrip
Principal Name

[Signature]
Signature of School Principal


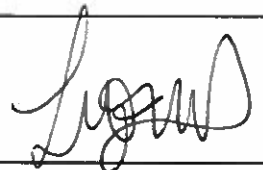




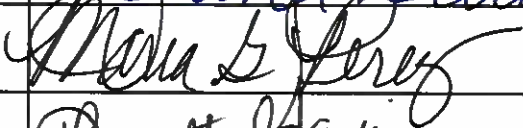


2-22-18
Date

Eve H. Montiel
Chairperson Name

[Signature]
Signature of SSC Chairperson
Vice chair

2/22/18
Date

Rio del Norte
SSC Sign In
2-22-18

Name	Signature
Jake Waltrip, principal	
David Albanese, President, parent & LCAP rep.	
Leonor Alejos, parent & P/ELAC rep.	
Richie Polido, parent	
William Almstrom, teacher - secretary	
Eve Montiel, parent	
Diana Duarte, parent	
Maria Perez, IA	
Lisette Garcia, teacher	
Elise Legaspi, teacher	



Rio Del Norte School
School Site Council Meeting Agenda

February 22, 2018

4:00 p.m.

Rio del Norte Elementary School

2500 Lobelia Drive

Oxnard, CA 93036

Location: Conference Room

1. Call to Order:

Mr. Waltrip called meeting to order at 4:02 pm

2. Welcome/Members Present: Jake Waltrip (principal), Elise LEgaspin(teacher), Richie Polido (parent), Lisette Garcia (teacher), Eve Montiel (parent - Vice Chairperson), Diana Duarte (parent), Maria Perez (IA), William Almstrom (teacher), Ms. ALejos (parent). Chairperson David Albanese absent. Vice Chairperson acting in Mr. Albanese' place

3. Public comment on agenda items:

No members of the public present.

4. New Business – Information/Action Items:

4.1 - Review and approve January 17, 2018 minutes - Ms. Garcia motions to approve minutes as presented,

4.2 - Single Plan for Student Achievement - review and approve = Mr. Waltrip reviewed the data (as it pertains to last year's SPSA) from the last 2 years of SBAC testing both for ELA and Math. Discussed the goals from last year and that Rio del Norte students met the overall growth goal in both Math and ELA. Mr. Waltrip reviewed data about academic growth of RdN's English Learners. Attendance data that was shared shows that last year RdN did not meet the attendance goal.

For 2017-2018's SPSA goals:

Increase ELA test scores by 3%

Increase Math test scores by 3%

Attendance goal will remain that same as last year (Attendance rate of 96% for 7 out of 10 months)

Diane Duarte asked what things RdN has done to try and improve attendance for

the current school year other than changing our start time to later. Mr. Waltrip talked about how the district has implemented a Saturday School to help students “make-up” missed school days. RdN continues to reward classes with pizza parties for excellent attendance. Mr. Waltrip talked about the SARB/SART system for chronic attendance problems. RdN notifies families when attendance is becoming an issue to try and help fix the problem before the SARB/SART process starts. Mr. Waltrip talked about that focus is on families with younger children (ie K, 1st grade)

Ms. Duarte expressed a concern about the reduced recess minutes and her concern about whether PE is being given the amount of time it is mandated by Ed Code.

Mr. Waltrip “walked through” the draft of the SPSA and where school site funds are spent.

Mr. Waltrip explained how additional Kindergarten help and Intervention help (hourly teachers) is/are paid for. This is where the bulk of our site funds is spent. Mr. Waltrip also explained that our Librarian is paid for using some of our site funds.

The after-school program (Boys & Girls Club) is funded with a grant and not from site funds. Ms. Montiel asked if/when the current grant will expire.

Mr. Waltrip suggested that the SPSA draft should not be changed significantly, as we have seen academic growth by following the SPSA goals of the past years.

Mr. Waltrip explained that the SPSA must be approved by this council.

Ms. Duarte expressed a concern about school safety because on the plan, there is a line under “School Safety and Violence Prevention Act”. Mr. Waltrip explained that the funds for that line does not come out of our site funds. He also explained that our school complies with guidelines for monthly drill and other info related to school safety.

Mr. Waltrip asked the council if the SPSA should be approved.

Mr. Polido asked about the reduction of hours for 1st-5th grade intervention. Mr. Waltrip said that there may be funds, like the library book action item, that can be moved if later in the school year the need to increase those hours is needed.

Ms. Montiel asked for a motion to approve the draft SPSA as presented. Mr. Almstrom made the motion to approve and the motion was seconded.

The SPSA was approved unanimously as presented.

4.3 - Review grading system - Tabled

4.4 - Review professional development activities - Tabled

4.5 - Review parent involvement policy - Tabled

4.6 - Review attendance plan - Tabled

5. Report from President on District Committees:

Mr. Albanese was absent

6. Next Meeting: March 21, 2018 at 4:00 pm

7. Adjournment: Meeting adjourned at 5:12 pm