

Single Plan for Student Achievement 2017-18

Rio Rosales Elementary



Prepared by: Ryan Howatt, Principal

The Single Plan for Student Achievement

School: Rio Rosales Elementary School

District: Rio School District

County-District School (CDS) Code: 56725616118061

Principal: Ryan Howatt

Date of this revision: March 14, 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: Ryan Howatt

Position: Principal

Telephone Number: (805) 983-0277

Address: 1001 Kohala Street Oxnard, California 93030

E-mail Address: rhowatt@rioschools.org

The District Governing Board approved this revision of the SPSA on March, 2018

Table of Contents

Single Plan for Student Achievement

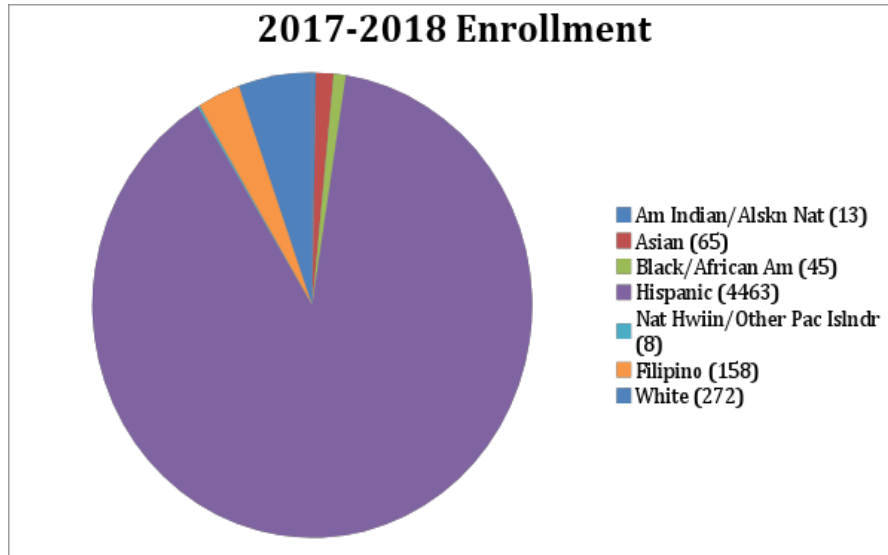
District Profile.....	3
District Needs Assessment.....	4
School Profile.....	5
• Needs Assessment.....	6
• Data Analysis.....	7-21
• Annual Evaluation of Title I Activities.....	9-13
• CAASPP, EL, Suspensions, SARB and Attendance Analysis.....	21-24
• Goals, Strategies & Needs.....	25-30
Planned Improvements in Student Performance	
Academic Goals.....	30-35
Non-Academic Goal.....	36-38
Programs Included in This Plan.....	39-42
School Site Council Membership.....	43
Recommendations and Assurances.....	44-45

DISTRICT PROFILE

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

Approximately 5100 students attend the Rio School District (RSD). The district is comprised of eight schools, five K-5 elementary schools, one K-8 elementary school and two 6-8 middle schools ranging in size from 500 to 800 students. The ethnic distribution of the district is diverse, as represented in the chart below. As reported in CALPADS the district’s socio-economically disadvantaged population in grades K-8 meet or

exceed the Federal Provision II requirements and all students receive free or reduced breakfast and lunch. All schools receive Title I funding.



Twenty-four languages are represented in the district. Forty-six percent of RSD students are identified as English Language Learners, 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

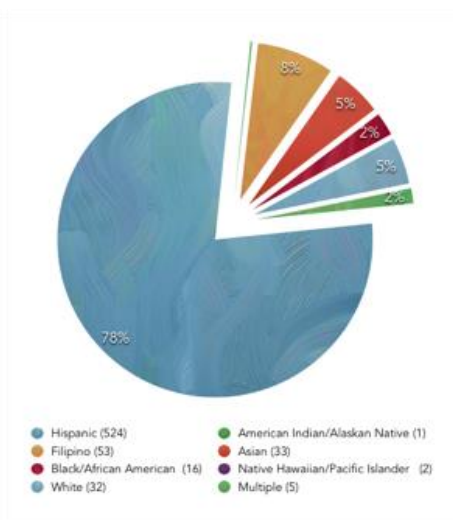
The goals in this plan were developed to ensure that all students make significant academic progress, and all teachers are provided with the professional development, tools, and resources needed to provide and facilitate exceptional instruction. The following achievement goals are consistent with the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

Rio Rosales School is one of the six K-5 elementary schools in the Rio School District. Located in Northeast Oxnard, it is the newest school, built in 2000. Approximately 580 students attend Rio Rosales School. Our mascot is the dragon and our school colors are yellow and burgundy. Rio Rosales Elementary School is one of only 4 schools in the district that offer a Transitional Kindergarten (T-K) program. students are enrolled in the T-K class. Rio Rosales also offers Special Day Classes in grades K/1, 2/3, 4/5.



The ethnic distribution of the school is diverse; with most students coming from a Hispanic or Latino background (524 students). Enrollment data from 2017- 2018 school year indicates that approximately 37 percent of children in TK - 5 are socio-economically disadvantaged. This year, all students in the Rio School District qualify for free or reduced lunches. Approximately 33 percent Rio Rosales students are identified as English Language Learners (ELLs). Approximately 55 percent of students were reported to speak Spanish at home while 60 percent reported speaking predominantly English. Other languages spoken at Rio Rosales, and celebrated at Literacy on the Lawn events are, Tagalog, Thai and Vietnamese.

During the 2017-18 school year, Rio Rosales identified 39 students who are on an IEP (Individualized Education Program). Of the students with IEPs, 21 of them are designated RSP (Resource Specialist Program) and 35 are SDC (Special Day Class) students. There are 67 children in preschool through fifth grade who receive speech services.

One hundred percent (23) of Rio Rosales teachers meet the NCLB highly qualified criterion.

Rio Rosales Staff Education Levels

Total Number of Teachers	29	
Total Number of Teachers with BA + 30	28	97%
Total Number of Teachers with MA	18	62%

The average class size in TK-2 is 24 students. The average class size in grades 3-5 is 30 students.

School Needs Assessment Process

As part of our professional practice at Rio Rosales, California Assessment of Student Performance and Progress data has been reviewed in detail. In particular, a detailed analysis of State and Local Assessment has been reviewed by our stakeholders. Overall performance, as measured by local assessments and California English Language Development Test, indicate that improvement in the area of Language Arts and Mathematics needed. We also note that progress towards English Language Learner targets as defined by the state are an area of growth. As we transition from the CELDT to the ELPAC, we will use strategic goals to bridge this gap and address the new requirements of a new assessment system.

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 professional development strategies.
- Integrated the use of technology in to the daily curriculum design.
- Developed a series of interventions designed to help struggling learners.
- Adopted a problem solving professional learning scope focused on learning from data and making small changes to improve student outcomes.
- Designed parent events that address testing, attendance and community well-being.

Needs and Data Analysis

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

achievement is necessary for all subgroups, including Socioeconomically Disadvantaged students, Hispanic or Latino students, Students with Disabilities, and English Learners.

Annual Evaluation of Activities related to 2016 - 2017 SPSA Goals:

GOAL 1 EVALUATION

ELA		
Plan Component: Performance Goal #1		
<p><i>Goal:</i> By June 2, 2017 all eligible students in grades 3 - 5 will take the California Assessment of Student Performance and Progress (CAASPP). Through strategic professional learning, implementation of best practices and community partnerships, Rio Rosales scores of 3 and 4 on the ELA section of the CAASPP will increase by at least ten percent from 35% in the 2015-2016 academic year to 45% on the 2016-2017 CAASPP. Rio Rosales scores of 1 and 2 on the ELA section of the CAASPP will decrease by at least ten percent from 65% in the 2015-2016 academic year to 55% in the 2016-2017 academic year.</p>	<p>Desired Outcome: 10 percent growth in 3's and 4's, 10 percent drop in 1's and 2's</p>	<p>Result: There was a 2% decline in 3's and 4's. There was a 1% increase of 1's and 2's.</p>




Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
(K - 2) Letter Campaign	Reading groups with nonfiction/fiction texts, maybe include Scholastic Books (3rd)
Professional Learning with Math Adoption	Writing between two classes, switching for writing (2nd)
Intervention (1-3)	Writing /reading program (2nd)
Readworks Digital (3)	Open library times (3rd)
Build Academic Vocabulary (5)	
Reading Intervention with IPT process (2-3rd)	
Annotating Text	
Individual Reading Goals with Accountability (5)	
Reading Results (1-3)	
Annotating Text (5)	
Accelerated Reader (1-3)	
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
More Grammar	none
Data driven research and planning	
IPT Process (consistent and automatic follow-ups)	
Writing /reading program that is common through grade	


levels/school cites(2nd and 3rd)	
Little/Big Buddies for Writing/Revising/Editing (2nd) // New Students or students with significant needs get admitted to Intervention ASAP	
close reading	
Learning on the Lawn, include other activities (2nd and 3rd)	
Activities that we will begin this year based on last year's results	New Goal Proposals
Grade level data teams with TOSA coaching	comprehension intervention
Collaborative strategic planning time	Small Group sets of books for literature circles
	Small Group sets of decodable texts (either book form or printables)
	2nd intervention teacher to focus on comprehension
	More decodable texts for classroom libraries
	Parent CAASPP Nights
	ASP Focus on core ELA skills







Rio Rosales CAASPP Data:

2017 ELA CAASPP Rio Rosales				
Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.				
	3rd Grade	4th Grade	5th Grade	All
# of Students Enrolled	90	99	95	284
# of Students Tested	90	98	94	282
# of Students With Scores	90	98	94	282
Mean Scale Score	2400.7	2417.1	2473.1	N/A
Standard Exceeded: Level 4	24.44 %	12.24 %	10.64 %	15.60 %
Standard Met: Level 3	7.78 %	13.27 %	30.85 %	17.38 %
Standard Nearly Met: Level 2	33.33 %	25.51 %	24.47 %	27.66 %
Standard Not Met: Level 1	34.44 %	48.98 %	34.04 %	39.36 %

Rio Rosales CAASPP Data by Claim:

READING: How well do students understand stories and information that they read?					
	Area Performance Level	3rd Grade	4th Grade	5th Grade	All
	Above Standard	21.11 %	5.10 %	21.28 %	15.60 %
	Near Standard	37.78 %	55.10 %	43.62 %	45.74 %
	Below Standard	41.11 %	39.80 %	35.11 %	38.65 %
WRITING: How well do students communicate in writing?					
	Area Performance Level	3rd Grade	4th Grade	5th Grade	All
	Above Standard	21.11 %	12.24 %	15.96 %	16.31 %
	Near Standard	36.67 %	38.78 %	46.81 %	40.78 %
	Below Standard	42.22 %	48.98 %	37.23 %	42.91 %
LISTENING: How well do students understand spoken information?					
	Area Performance Level	3rd Grade	4th Grade	5th Grade	All
	Above Standard	15.56 %	6.12 %	10.64 %	10.64 %

	Near Standard	62.22 %	60.20 %	59.57 %	60.64 %
	Below Standard	22.22 %	33.67 %	29.79 %	28.72 %
RESEARCH/INQUIRY: How well can students find and present information about a topic?					
	Area Performance Level	3rd Grade	4th Grade	5th Grade	All
	Above Standard	23.33 %	15.31 %	19.15 %	19.15 %
	Near Standard	38.89 %	52.04 %	46.81 %	46.10 %
	Below Standard	37.78 %	32.65 %	34.04 %	34.75 %

	Student Performance	Number of Students	Status	Change
All Students		274	Low 37.6 points below level 3	Maintained -1.6 points
English Learners		110	Low 57.3 points below level 3	Increased +4.5 points
Foster Youth		2	*	*
Homeless		12	Very Low 75.4 points below level 3	Maintained +1.6 points
Socioeconomically Disadvantaged		205	Low 48.6 points below level 3	Declined -12.6 points
Students with Disabilities		43	Very Low 142.3 points below level 3	Declined -7.8 points
African American		2	*	*
American Indian		1	*	*
Asian		10	*	*
Filipino		30	High 29.7 points above level 3	Increased Significantly +15.1 points
Hispanic		210	Low 51.8 points below level 3	Maintained -1 points
Pacific Islander		1	*	*
Two or More Races		9	*	*
White		11	Low 13.3 points below level 3	Maintained -2.9 points

EVALUATION OF GOAL 2

MATH

Plan Component:
Performance Goal #2

SCHOOL GOAL: By June 2, 2017 all eligible students will take the California Assessment of Student Performance and Progress (CAASPP). Through strategic professional learning, implementation of best practices and community partnerships, Rio Rosales scores of 3 and 4 on the math section of the CAASPP will increase by at least 10 percent from 29% the 2015-2016 academic year to 39% on the 2016-2017 CAASPP. Rio Rosales scores of 1 and 2 on the math section of the CAASPP will decrease by at least ten percent from 71% in the 2015-2016 academic year to 61% in the 2016-2017 academic year.



Desired Outcome:
10 percent growth in 3's and 4's, 10 percent drop in 1's and 2's




Result:
Progress was made in the increase of 3's and 4's as well as a slight decrease in 1's and 2's. However, goal not achieved.

Implementation of Activities

Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
(K - 2) Letter Campaign	ST Math - needs to be schoolwide (3rd grade and first grade) - yes I'd love to try this! (Vea)
Professional Learning with Math Adoption	Sokikom--4th
Number Corner	
Bridges adoption	
Kids explaining their reasoning and thinking (kinder)	
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
Data driven research and planning	
Examining and refining the vertical articulation of math technology.	
Activities that we will begin this year based on last year's results	New Goal Proposals
Grade level data teams with TOSA coaching	ST Math (2/3)
TOSA visits and feedback	Intervention-4th
Grade level collaboration and use of PDSA cycle	Math after school tutoring
	ASP Focus on core math skills
	Parent CAASPP Nights: STEM for kids and Work for parents....

Rio Rosales Site CAASPP Data by Claim

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?					
	Area Performance Level	3rd Grade	4th Grade	5th Grade	All
	Above Standard	33.33 %	12.24 %	13.83 %	19.50 %
	Near Standard	33.33 %	29.59 %	29.79 %	30.85 %
	Below Standard	33.33 %	58.16 %	56.38 %	49.65 %
PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?					
$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	All
	Above Standard	26.67 %	10.20 %	7.45 %	14.54 %
	Near Standard	40.00 %	48.98 %	42.55 %	43.97 %
	Below Standard	33.33 %	40.82 %	50.00 %	41.49 %
COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?					
	Area Performance Level	3rd Grade	4th Grade	5th Grade	All
	Above Standard	30.00 %	10.20 %	10.64 %	16.67 %
	Near Standard	46.67 %	42.86 %	43.62 %	44.33 %
	Below Standard	23.33 %	46.94 %	45.74 %	39.01 %

	Student Performance	Number of Students	Status	Change
All Students		274	Low 42.1 points below level 3	Increased +12.2 points
English Learners		110	Low 55 points below level 3	Increased Significantly +16.2 points
Foster Youth		2	*	*
Homeless		12	Low 70.3 points below level 3	Increased Significantly +41.3 points
Socioeconomically Disadvantaged		205	Low 48.1 points below level 3	Increased +6.1 points
Students with Disabilities		43	Very Low 135.4 points below level 3	Increased +13.7 points
African American		2	*	*
American Indian		1	*	*
Asian		10	*	*
Filipino		30	High 0.4 points above level 3	Increased +12 points
Hispanic		210	Low 54.4 points below level 3	Increased +13.2 points
Pacific Islander		1	*	*
Two or More Races		9	*	*
White		11	Medium 19.6 points below level 3	Increased +14.6 points

Evaluation of Goal 3

ENGLISH LEARNERS		
Plan Component: Performance Goal #1		
<i>By June 2017, 70% of English Learners (ELs) will move up at least one band as measured by California English Language Development Test (CELDT) results.</i>	Desired Outcome: Movement of English Learners towards redesignation criteria being met.	Result: Difficult to measure because of significant gaps in bands and different assessment rollouts.
Implementation of Activities		
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:	
ELC trainings		
Reclassification meetings and screenings		
ELD District Level Trainings		

Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
Data driven research and planning...Use of TOSA's and District Resources.	None
Activities that we will begin this year based on last year's results	New Goal Proposals
Grade level data teams with TOSA coaching	Data dive protocols for ELL's
Parent meetings	Examine groups making negative progress and address their needs.
ELPAC trainings and presentations	

Rio Rosales ELL Movement Data

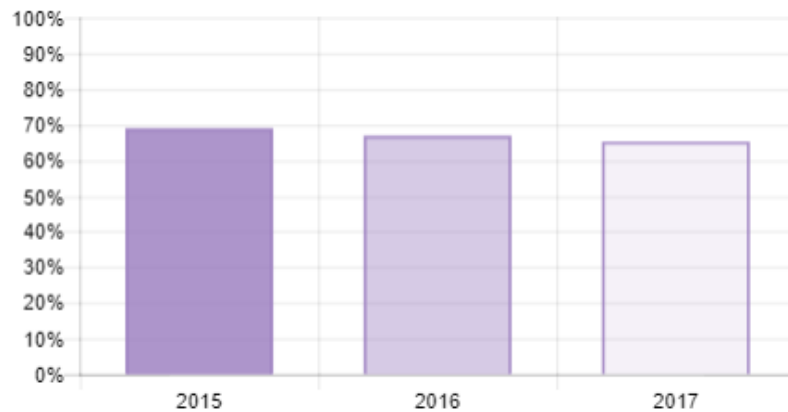
Total Movement 2015 - 2016 > 2016 - 2017

2015-2016 Level	Negative Mvmt	No Mvmt	Positive Mvmt
Beg	N/A	4	12
Early Int	0	5	12
Int	2	20	18

Early Adv	9	17	5
Adv	1	1	N/A
N	12	47	47
%	11.32	44.34	44.34

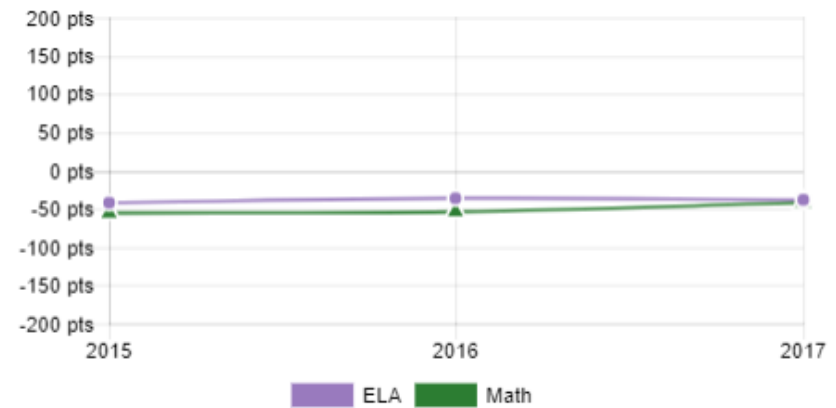
State Indicators

English Learner Progress Indicator (Grades K-12)



The percent of English Learners who made progress towards English proficiency.

Academic Indicators (Grades 3-8): Distance from Level 3



English Learner Progress Indicator (Grades K-12)

	2015	2016	2017
	69.1%	67%	65.1%

The percent of English Learners who made progress towards English proficiency.

Academic Indicators (Grades 3-8): Distance from Level 3

	2015	2016	2017
ELA	-42.4 pts	-36 pts	-37.6 pts
Math	-54.8 pts	-54.2 pts	-42.1 pts

GOAL 4: School Climate

Our SPSA Goal for 2016 - 2017 was to create public expectations for behavior in all shared spaces using the CHAMPS program. This goal is being met. School Site Council and staff direction for this year's SPSA is to focus closely on attendance. As part of attendance, the school will investigate and implement strategies to reduce suspensions by at least half.

Rio Rosales Attendance Data

Rio Rosales	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	School Average
2016-2017	96.88%	96.18%	96.53%	95.58%	95.01%	94.44%	95.52%	95.42%	96.09%	95.63%	95.73%
2015-2016	97.29%	97.03%	96.18%	95.14%	94.63%	93.46%	93.18%	96.04%	95.91%	95.71%	95.46%

SARB letters mailed

	2014-2015			2015-2016			2016-2017		
	Letter 1	Letter 2	Letter 3	Letter 1	Letter 2	Letter 3	Letter 1	Letter 2	Letter 3
Rio Rosales	92	22	8	127	45	15	133	105	29

County > State > School Attendance

Ventura County	143,370	12,625	8.80%
Statewide	6,405,496	694,030	10.80%
Rio Rosales	618	56	9.10%

SARB Referrals

SCHOOL	2013-14	2014-15	2015-16	2016-17	TOTALS
RRO	7	6	12	16	41

SARB 2016-2017

School	D.A. SARB Meeting	Citations
Rio Rosales	16	2

Number of Suspensions

SCHOOL	2013-14	2014-15	2015-16	2016-2017
Rio Rosales	8	6	8	23








Rio Rosales Chronic Absenteeism by Ethnicity

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	14	3	21.4%
American Indian or Alaska Native	*	*	*
Asian	28	0	0.0%
Filipino	56	1	1.8%
Hispanic or Latino	476	48	10.1%
Pacific Islander	*	*	*
White	30	4	13.3%
Two or More Races	11	0	0.0%
Not Reported	*	*	*






Report Totals

Name	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Rio Rosales	618	56	9.1%
Rio Elementary	5,359	445	8.3%
Ventura County	143,370	13,771	9.6%
Statewide	6,405,496	694,030	10.8%

Suspension Rate by Ethnicity

	Student Performance	Number of Students	Status	Change
All Students		618	Medium 1.9%	Increased +0.8%
English Learners		225	Medium 1.3%	Declined -0.5%
Foster Youth		7	*	*
Homeless		30	High 3.3%	Increased +0.6%
Socioeconomically Disadvantaged		431	Medium 1.9%	Increased +0.7%
Students with Disabilities		86	High 5.8%	Increased Significantly +3.2%
African American		14	Very Low 0%	*
American Indian		1	*	*
Asian		28	Very Low 0%	Maintained 0%
Filipino		56	High 3.6%	Increased Significantly +3.6%
Hispanic		476	Medium 1.7%	Increased +0.6%
Pacific Islander		2	*	*
Two or More Races		11	Very High 9.1%	Increased Significantly +9.1%
White		30	High 3.3%	Declined Significantly -4.7%

Performance Levels:

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

School Goals, Strategies and Action Steps

Strengths:

- Rio Rosales 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 in regular staff meetings. Rio Rosales also began a process through which release time was provided for data analysis and collaborative strategic planning.
- The Intervention Progress Team monitored and supported student learning and outcomes.
- Differentiated learning occurred on many levels. Students with IEP and 504 plans were provided specialized instruction and/or accommodations. Teachers 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:

- 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.

- Provide intervention during and after school.
- Incorporate 5 Cs (Critical thinking, Collaboration, Communication, Creativity, and Caring) activities into weekly lessons and monthly awards assemblies..
- Continue with year 5 CCSS (Common Core State Standards) implementation in grades 2-5.
- Continue with year 6 CCSS (Common Core State Standards) implementation in grades K-1.
- Refine understanding of and implementation of the California ELA/ELD Framework and ELD state standards through professional development
- Engage and support teachers in researching student performance, locating important resources and planning strategically for improved student outcomes.

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 in grades 3-5 will increase by at least 5% as measured by CAASPP English Language Arts scores school wide. Scores of 1 and 2 will decrease by at least 5%.

Goal 2: Math – By June 2018, the number of all students scoring Standard Exceeded or Standard in grades 3-5 will increase by at least 5% as measured by CAASPP Math scores school wide. Scores of 1 and 2 will decrease by at least 5%.

Goal 3: English Learners – By June 2018, All English Learners (ELs) will demonstrate positive movement as measured by the CELDT and ELPAC and reported in EADMS. We will reduce the “negative movement” on EL measures to less than 5%. Related to attendance; suspensions will decrease by at least 50%.

Goal 4: Non-academic- Rio Rosales will achieve a goal of an average overall attendance percentage of at least 97%. Part if this increase in attendance will come from a reduction of at least 50% in suspensions.

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:

Goal: By June 2, 2018 all eligible students in grades 3 - 5 will take the California Assessment of Student Performance and Progress (CAASPP). Through strategic professional learning, implementation of best practices and community partnerships, Rio Rosales scores of 3 and 4 on the ELA section of the CAASPP will increase by at least five percent from 38% in the 2016-2017 academic year to 43% on the 2017-2018 CAASPP. Rio Rosales scores of 1 and 2 on the ELA section of the CAASPP will decrease by at least five percent from 67% in the 2016-2017 academic year to 62% in the 2017-2018 academic year.

<p>What data did you use to form this goal?</p> <p>CAASPP, API, AYP, Accelerated Reader STAR reports, CELDT</p>	<p>What were the findings from the analysis of this data?</p> <p>School-wide achievement in reading comprehension has improved slightly over the past three years; however, achievement for the English learner subgroup in reading comprehension has remained consistently low, particularly for students at the CELDT intermediate and early advanced levels, based on analysis of CST and CELDT results.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Monthly Accelerated Reader reports</p> <p>STAR reading reports 3 times yearly</p> <p>Benchmark assessment results</p>
---	---	---

STRATEGY:

Expose children in grades 3 – 5 to assessments that require similar stamina, strategies and skills to be successful in the format, content and expectations of the California Assessment of Academic Progress and Performance. Target instruction to address the new California State Standards. Use common core aligned resources and pedagogical strategies to address academic needs in ELA. Develop professional learning modules to engage teachers and TOSA’s to research, plan and improve student outcomes on Common Core tasks.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1.Common Core Implementation 2017 - 2018 school year	Principal and teachers	<p>Provide professional development to enhance staff awareness regarding the CCSS ELA instructional shifts of:</p> <ul style="list-style-type: none"> -Text complexity (readers and task considerations, qualitative and quantitative dimensions) -Reading complex text using the strategies of Close Reading, Text Dependent Questions & Evidence Based Answers <p>Align instruction to meet the increased text complexity demands of CCSS by introduce text exemplars in conjunction with writing (Performance Tasks). Exemplars for reading and writing will be introduced in the following sequence: informative/explanatory (expository), opinion/argument, and narrative.</p> <p>Develop protocols and practice to research, source and plan strategically</p>	<p>Provided by RSD</p> <p>Provided by RSD</p> <p>Provided by RSD</p> <p>RSD, Principal, Staff</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:

SCHOOL GOAL: By June 2, 2018 all eligible students will take the California Assessment of Student Performance and Progress (CAASPP). Through strategic professional learning, implementation of best practices and community partnerships, Rio Rosales scores

of 3 and 4 on the math section of the CAASPP will increase by at least 5 percent from 34% the 2016-2017 academic year to 39% on the 2017-2018 CAASPP. Rio Rosales scores of 1 and 2 on the math section of the CAASPP will decrease by at least five percent from 68% in the 2016 - 2017 academic year to 63% in the 2017 - 2018 academic year.

<p>What data did you use to form this goal?</p> <p>CAASPP data</p>	<p>What were the findings from the analysis of this data?</p> <p>19% of students met or exceeded standard on the CAASPP in 2016 in Math. 3rd grade students were well above RSD average in math. 4th grade, well below.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Trimester benchmark exams Beginning of year assessments End of Year Assessments STAR Math assessment</p>
---	--	---

STRATEGY: Expose children in grades 3 – 5 to experiences that require similar stamina, strategies and skills to be successful in the format, content and expectations of the California Assessment of Academic Progress and Performance. Target instruction to address the new California State Standards. Use common core aligned resources and pedagogical strategies to address academic needs in math. Develop professional learning modules to engage teachers and TOSA’s to research, plan and improve student outcomes on Common Core tasks.

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

(2016-17 school year)			
1. Common Core Implementation	Principal and Teachers	Provide the opportunity for teachers to attend professional development trainings at the county level and beyond that support Common Core implementation	\$2000 Title I
2. Common Core Implementation		Promote UCSB Math Council attendance	\$2000 Provided by site
3. Analyze report card scores and benchmark data		Provide professional development for all teachers focused on strategies and implementation of	
4. Hold parent involvement and outreach events		Begin to develop Essential Understandings in mathematics and articulate vertically to create a common expectation of grade level mastery objectives.	Provided by RSD
5. Provide extended learning opportunities that sustain a focus on Math instruction through after school program(s).	Principal, staff	See #5 and #7 sub-goals for SCHOOL GOAL #1 Hold parent nights that include Family Math Night, Game Night and provide refreshments and door prizes	\$ 2000 LCFF Supp / Con
7. (2015-16 school year)	Principal, staff, teacher liaisons.	Collaborate with teacher after school liaisons to coordinate services with need in mathematics. Increase the percentage of students attaining proficiency in ELA instruction using an alignment to the lesson design.	\$1000 ASES Included in costs in SCHOOL GOAL #1

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: By June 2018, All English Learners (ELs) will demonstrate positive movement as measured by the CELDT and ELPAC and reported in EADMS. We will reduce the “negative movement” on EL measures to less than 5%.

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?
EL data from CAASPP, CELDT and ELPAC.	EL’s significantly underperform on CAASPP when compared to other subgroups. Approximately 11% of our EL’s lost progress on state ELD assessments.	Annual CELDT and ELPAC Scores

STRATEGY: Provide English Language Development at targeted levels every day. Monitor progress and growth with the support of the English Learner Coordinator. Use assessment results to plan strategically.

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

Fall 2016/Deliver CELDT Assessments	CELDT Assessors	October 2016/Assess all English Learners	\$2,500 Title I
Ongoing/ADEPT Assessments	ELC, teachers	Ongoing/Use ADEPT assessment data to drive and refine instruction.	RSD

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Allocated time for staff to analyze CELDT data and form ELD groups	Teachers, Principal, ELC	Teachers, with the support and direction of administration and TOSA's will work to study data and plan instruction based on the needs of English Learners.	Captured in Goal #1 Action 5
2. Ensure Designated ELD is delivered daily	Teachers, Principal	Ongoing with the support of Ventura County Office of Education and Educational Services	No site cost
3. Provide professional development to staff regarding	Rio School District, Ventura County Office of Education (VCOE)	VCOE to provide multiple days of teacher training surrounding Integrated and Designated ELD	Provided by RSD

<p>Integrated ELD and designated ELD</p> <p>4. Provide a stipend to an English Language Coordinator to monitor ELs, attend monthly district meetings, and support the administration of CELDT and ELPAC</p>	<p>Principal, English Learner, Coordinator</p>	<p>Coordinate English Learner services. Identify students for reclassification. Oversee the administration of CELDT and ELPAC on site. Monitor the progress of English Learners</p>	<p>Captured in Goal #1 Action 18</p>
---	--	---	--------------------------------------

GOAL 4: Non-Academic Goal

ATTENDANCE		
Plan Component: Performance Goal #1		
	Desired Outcome: Increase attendance by about .35% over the course of the year to achieve 97%	Result:
Implementation of Activities		
Activities that worked well for us:		Activities that we would like to continue, with minimal modifications:
SART Meetings		
Calls home		
Activities that we would like to continue but require significant modification:		Activities that we will eliminate:
Data driven research and planning		None

Activities that we will begin this year based on last year's results	New Goal Proposals
Monthly awards for classes that meet 97% attendance	Discuss with parents when it is appropriate and not appropriate to keep kids home (fever - stay home, sneezing - go to school)
	Health/safety (hand-washing etc) discussions to prevent spread of illness
	Know your Neighbor campaign to promote walking in safe groups to school.
	Carpool groups.
	Map with chronic truanancies to help geo-strategize.

LEA GOAL: Goal 4

Non-Academic Goal: By June 2018, overall average daily attendance at Rio Rosales will equal at least 97%. By June 2018, Rio Rosales chronic truancy rates will be less than 8.8%. Suspensions will reduce by at least 50%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Attendance data</p> <p>Suspension Data</p>	<p>We are close to our target of 97% ADA. We were well above district average in suspension.</p>	<p>Suspension data</p> <p>Attendance data</p>

STRATEGY: Engage community of teachers, families and students in formal and informal dialogue and action related to attendance and behavioral expectations.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Develop strategies to increase, monitor and recognize attendance.	Principal, counselor, teachers	Hold trimester awards assemblies to honor improved as well as exemplary attendance.	\$1,000 - LCFF
2. Revise the school discipline plan	Principal, teachers, counselor,	Provide Restorative Justice training for teachers.	\$2000 LCFF
3. Hold parent involvement/ outreach events	Principal, counselor	Provide incentives for classes and students with excellent attendance	Provided by RSD
4. Attendance incentives	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).	Provided by RSD
5. Counselor support for groups and individual students			

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Research-based instructional strategies, such as Systematic English Language Development, Guided Language Acquisition Development, Common Core State Standards Implementation & Professional Development	August 2017-June 2018			Title-I-LCAP
District Wide Staffing to include Teachers on Special Assignment, to support professional development to include on site coaching.	August 2017-June 2018			Title-I-LCAP
Data Analyst to support in the data disaggregation and program evaluation				
School Counselor	August 2017-June 2018			Title-I-LCAP
	August 2017-June 2018			Title-I-LCAP

Form C: Programs Included in this Plan

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.

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

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

	State Programs	Allocation
	California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input checked="" type="checkbox"/>	Local Control Funding Formula – Supplemental/Concentration Purpose: Help educationally disadvantaged students succeed in the regular program. Develop fluency in English and academic proficiency of English learners	\$59,920
	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)	\$1000
<input checked="" type="checkbox"/>	Other funds (After School Education and Safety Supplemental)	\$
<input checked="" type="checkbox"/>	Total amount of state categorical funds allocated to this school	\$60,120

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$33,115
<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).	\$
<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$

	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input checked="" type="checkbox"/>	Other federal funds (list and describe)	\$
<input checked="" type="checkbox"/>	Total amount of federal categorical funds allocated to this school	\$33,115
<input checked="" type="checkbox"/>	Total amount of state and federal categorical funds allocated to this school	\$121,325

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:

³

EC Section 52852

Names of Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Ryan Howatt	<input checked="" type="checkbox"/>			
Lauren Schuster		<input checked="" type="checkbox"/>		
Kylie Francis		<input checked="" type="checkbox"/>		
Jessica Borja			<input checked="" type="checkbox"/>	
Jenni Mintz				<input checked="" type="checkbox"/>
Carina Cervantes				<input checked="" type="checkbox"/>
Rhelee Jimenez				<input checked="" type="checkbox"/>
Jessica Norris				<input checked="" type="checkbox"/>
Numbers of members in each category	1	2	1	4

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: March 14, 2018.

Attested:

Principal Name

Signature of School Principal

Date

Chairperson Name

Signature of SSC Chairperson

Date

