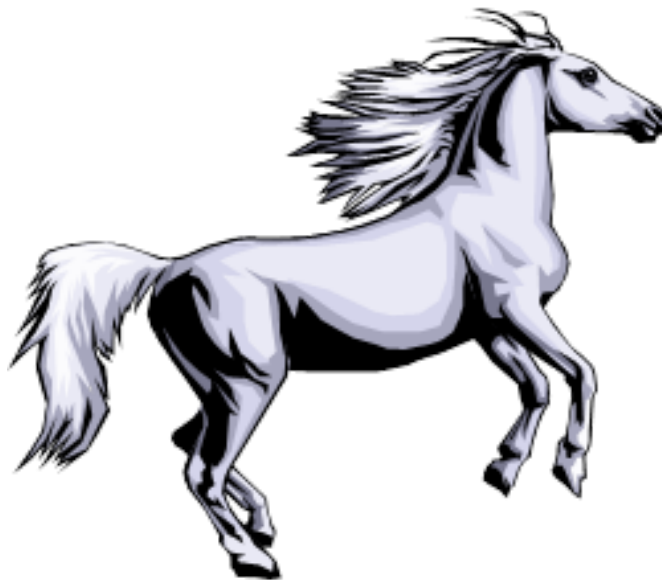


2017-2018  
Single Plan for Student Achievement



Rio Plaza Chargers

Prepared by: Robert Guynn

# The Single Plan for Student Achievement

School: Rio Plaza Elementary

District: Rio School District

County-District School (CDS) Code: 56-72561-6055511

Principal: Robert Guynn

Date of this revision: February 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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Position: Principal

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The District Governing Board approved this revision of the SPSA on March 21, 2018

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## DISTRICT PROFILE

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

Approximately 5100 students attend the Rio School District (RSD). The district is comprised of eight schools, five K-5 elementary schools, one K-8 elementary school and two 6-8 middle schools ranging in size from 500 to 800 students. The ethnic distribution of the district is diverse, as represented in the chart below. As reported in CALPADS the district’s socio-economically disadvantaged population in grades K-8 meet or exceed the Federal Provision II requirements and all students receive free or reduced breakfast and lunch. All schools receive Title I funding.

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

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

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

Of the 235 district teachers, 55% hold Master’s Degrees, while 98% have attained a Baccalaureate Degree plus 30 units of higher education credit. 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.

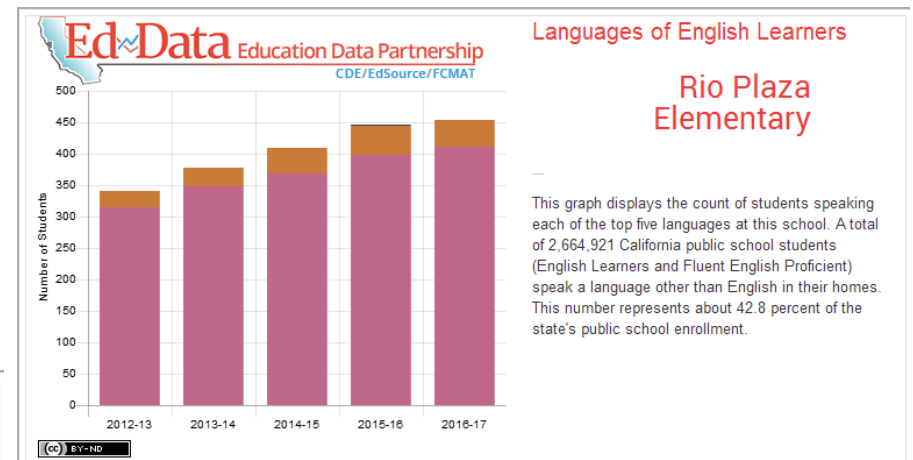
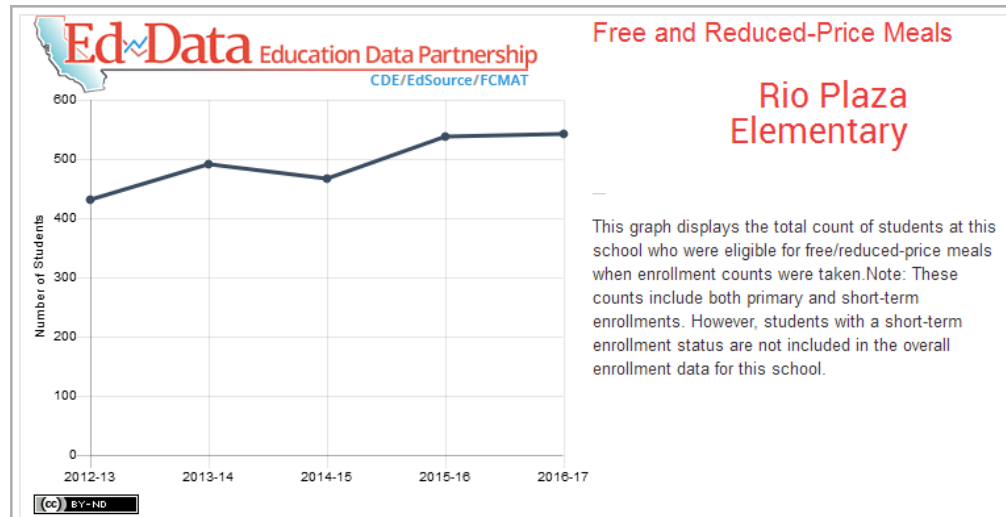
Goal 5: Recruit, hire, train and retain exemplary employees who are caring, committed, collaborative, creative, and critical thinkers.

## SCHOOL PROFILE

Rio Plaza Elementary School is a TK-5 school with an enrollment of approximately 585 students. The school also offers a Head Start program. The ethnic distribution is almost exclusively Hispanic/Latino at 98%. English (25%), Spanish (68%), and Mixteco (7%) are the primary languages spoken by students (Figure 1). 68% of students are English Language Learners and 9% of students are Fluent English Proficient (RFEP). The staff is comprised of 26 FTE certificated regular education classroom teachers. Spanish comprises 50% of the staff, with 45% Caucasian, and 5% Asian. The certificated support staff is comprised of 1 FTE Psychologist, 1 FTE Resource Specialist teacher, 1 FTE Speech and Language Pathologist, and 1 FTE counselor. The school also uses the services of 3 certificated teaching staff to support grades TK-2 and direct our physical education program in grades 1-5. The classified staff is comprised of 1 paraprofessional, 2 office personnel, 1 librarian, 1 physical education aide, 2 custodians, and 6 kitchen staff.

All classrooms and office spaces have wireless Internet accessibility. Students have 1:1 computing using a combination of tablets and netbooks.

Rio Plaza has an afterschool program which is funded through the California Proposition 49 After School Safety and Education program. The program serves approximately 100 students on a daily-basis with enrollment determined by academic need.



Rio Plaza currently serves free breakfast and lunch to all student through the federal free and reduced lunch program. Our current qualification rate is 90% as shown in figure 2.

Currently 54 students receive special education services from our Resource Specialist and/or our Speech Pathologist.

NOTE: Percentages are rounded to the nearest whole number .

## CAASPP DATA

Rio Plaza 2014/2015 vs 2015/2016 vs 2016/2017

Grade	2014-15 CAASPP Math Pass	2014-15 CAASPP ELA Pass	2014-15 Math Pass District	2014-15 ELA Pass District	2015-16 CAASPP Math Pass	2015-16 CAASPP ELA Pass	2015-16 Math Pass District	2015-16 ELA Pass District	2016-17 CAASPP Math Pass	2016-17 CAASPP ELA Pass	2016-17 Math Pass District	2016-17 ELA Pass District
3	29%	21%	26%	22%	28%	30%	34%	30%	32%	21%	38%	28%
4	9%	4%	18%	23%	11%	16%	21%	23%	14%	21%	27%	27%
5	11%	17%	15%	25%	8%	12%	18%	33%	19%	22%	20%	31%

Rio Plaza Gate 2014/2015 vs 2015/2016 vs 2016/2017

Grade 2015-16	GATE Status	2014-15 CAASPP ELA - n	2014-15 CAASPP ELA - % Pass	2015-16 CAASPP ELA - n	2015-16 CAASPP ELA - % Pass	2016-17 CAASPP ELA - n	2016-17 CAASPP ELA - % Pass	2014-15 CAASPP Math - n	2014-15 CAASPP Math - % Pass	2015-16 CAASPP Math - n	2015-16 CAASPP Math - % Pass	2016-17 CAASPP Math - n	2016-17 CAASPP Math - % Pass
3	GATE	-	-	1	0.0%			-	-	1	100.0%		
3	Non- GATE	-	-	82	32.9%	86	20.9%	-	-	83	28.9%	87	32.2%
4	GATE	3	66.7%	3	66.7%	5	80.0%	3	100.0%	3	66.7%	5	40.0%
4	Non- GATE	89	19.1%	100	15.0%	72	16.7%	89	28.1%	103	9.7%	75	12.0%
5	GATE	3	33.3%	3	66.7%	4	75.0%	3	66.7%	3	100.0%	4	75.0%
5	Non- GATE	78	5.1%	76	10.5%	89	20.2%	78	7.7%	79	3.8%	90	16.7%
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 Plaza EL/EO/RFEP 2014/2015 vs 2015/2016 vs 2016/2017

Grade 2015-16	ELA Status	2014-15 CAASPP ELA - n	2014-15 CAASPP ELA - % Pass	2015-16 CAASPP ELA - n	2015-16 CAASPP ELA - % Pass	2016-17 CAASPP ELA - n	2016-17 CAASPP ELA - % Pass	2014-15 CAASPP Math - n	2014-15 CAASPP Math - % Pass	2015-16 CAASPP Math - n	2015-16 CAASPP Math - % Pass	2016-17 CAASPP Math - n	2016-17 CAASPP Math - % Pass
3	EL	-	-	26	23.1%	71	15.5%	-	-	56	19.6%	71	31.0%
3	EO	-	-	42	31.0%	13	46.2%	-	-	13	30.8%	13	38.5%
3	RFEP	-	-	2	50.0%	2	50.0%	-	-	15	66.7%	3	33.3%
4	EL	35	14.3%	38	10.5%	52	7.7%	36	11.1%	37	18.9%	55	5.5%
4	EO	33	15.2%	39	28.2%	12	8.3%	33	24.2%	39	20.5%	12	8.3%
4	RFEP	5	80.0%	7	57.1%	13	84.6%	5	80.0%	7	57.1%	13	53.8%
5	EL	24	25.0%	26	26.9%	63	12.7%	24	12.5%	26	7.7%	63	12.7%
5	EO	38	42.1%	39	38.5%	17	11.8%	38	36.8%	39	25.6%	17	23.5%
5	RFEP	10	60.0%	11	81.8%	13	84.6%	10	70.0%	11	45.5%	14	42.9%
All	EL	928	5.5%	1307	9.8%			933	6.3%	1335	10.3%		
All	EO	928	32.9%	1300	38.5%			920	22.7%	1298	26.2%		
All	RFEP	534	48.5%	625	57.1%			525	32.2%	625	35.0%		

Rio Plaza ASP/Non ASP 2014/2015 vs 2015/2016 vs 2016/2017

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	-	-	17	41.2%	34	8.8%	-	-	17	23.5%	34	23.5%
3	Non-ASP	-	-	66	30.3%	52	28.8%	-	-	67	31.3%	53	37.7%
4	ASP	19	10.5%	19	5.3%	16	6.2%	19	0.0%	19	0.0%	16	6.2%
4	Non-ASP	73	23.3%	84	19.0%	61	24.6%	73	38.4%	87	13.8%	64	15.6%
5	ASP	19	5.3%	18	11.1%	14	7.1%	19	0.0%	18	5.6%	14	7.1%
5	Non-ASP	62	6.5%	61	13.1%	79	25.3%	62	12.9%	64	7.8%	80	21.2%
All	ASP	430	25.8%	587	30.5%			432	19.0%	587	25.2%		
All	Non-ASP	1960	25.7%	2645	30.5%			1946	18.2%	2671	20.6%		



## CALIFORNIA SCHOOL DASHBOARD EQUITY REPORT

# Rio Plaza Elementary - Ventura County

List of all schools in this district

**Enrollment:** 604    **Socioeconomically Disadvantaged:** 91.4%    **English Learners:** 75.2%    **Foster Youth:** 0%

**Grade Span:** K-5    **Charter School:** No

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

### 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.

## SUSPENSIONS

SCHOOL	2013-14	2014-15	2015-16	2016-2017
Rio del Mar	11	5	1	2
Rio del Norte	4	7	7	9
Rio del Valle	57	97	109	51
Rio Lindo	20	12	10	14
Rio Plaza	6	13	4	12
Rio Real	5	4	7	11
Rio Rosales	8	6	8	23
Rio Vista	42	91	46	46
<b>TOTAL</b>	<b>153</b>	<b>235</b>	<b>192</b>	<b>168</b>

## ATTENDANCE

### RSD Attendance

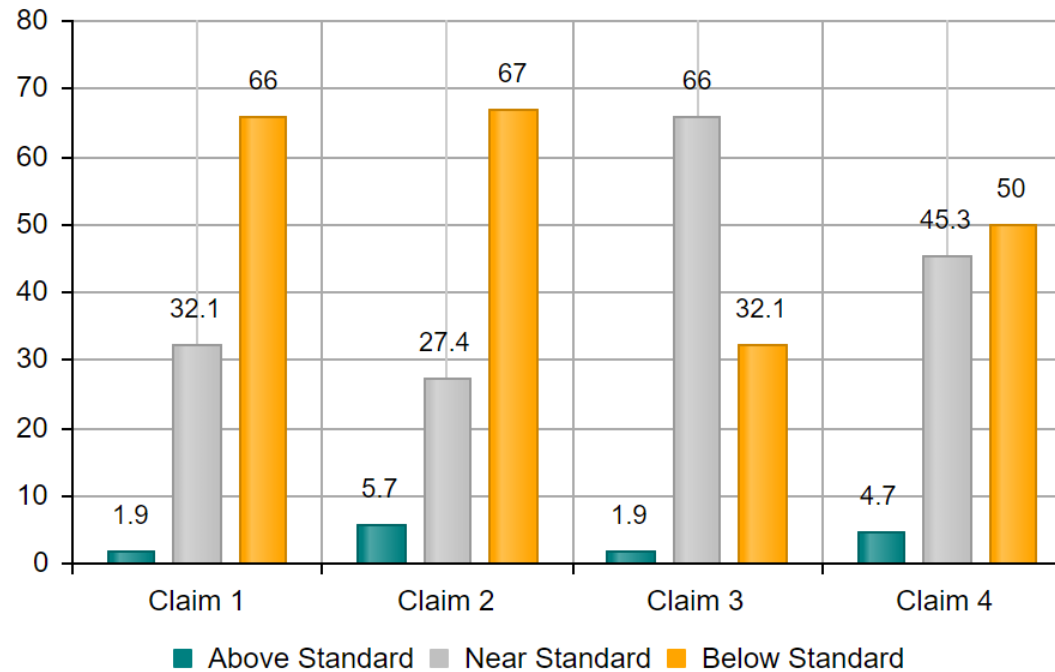
	13-14	14-15	15-16	16-17*
Rio Lindo	96.73%	96.54%	96.86%	
<b>Rio Plaza</b>	<b>97.68%</b>	<b>97.73%</b>	<b>97.92%</b>	<b>95.08%</b>
Rio Real	97.34%	97.95%	97.74%	
Rio Rosales	97.43%	96.86%	97.29%	
Rio del Mar	98.07%	97.47%	97.85%	
Rio del Norte	97.12%	96.95%	97.35%	
Rio del Valle	98.02%	97.16%	97.87%	
Rio Vista	97.88%	97.56%	97.86%	
DISTRICT	97.53%	97.34%	97.59%	

2016-2017 attendance significantly affected by the Norovirus

## SCHOOL ENGLISH LANGUAGE DEVELOPMENT

### SBAC All Grades ELA/Lit Summative (2016-2017)

% Students at Level



Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

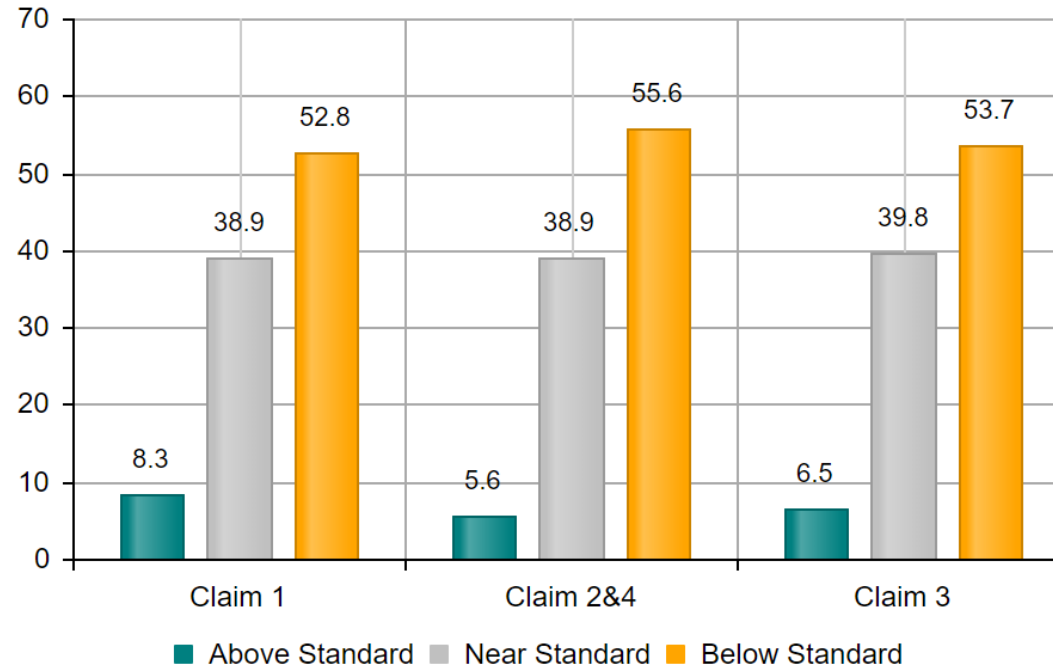
Claim 2: Students can produce effective writing for a range of purposes and audiences.

Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.

Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

# SBAC All Grades Mathematics Summative (2016-2017)

% Students at Level



Claim 1: Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Claim 2: Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.

Claim 3: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Claim 4: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems

## ACCELERATED READER

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

Percent of Students Meeting Their AR Point Goals per Month							
Year	2015	2015	2015	2016	2016	2016	2016
Month	October	November	December	January	February	March	April
Percent	31	13	13	22	36	47	46
Year	2016	2016	2016	2017	2017	2017	2017
Month	October	November	December	January	February	March	April
Percent	29	21	7	17	12	21	11

## STAR READING AND STAR MATH DATA







### STAR Reading Grade Equivalent Average

#### Cohort Growth Evaluation

May/June 2014	3rd	4th	5th
	No Data Available	1.4	2.3
	↓	↓	
May/June 2015	3rd	4th	5th
	1.6	2.2	2.8
	↓	↓	
May/June 2016	3rd	4th	5th
	2.2	2.7	2.9
	↓	↓	
May/June 2017	3rd	4th	5th
	3.0	3.4	No Data Available

## STAR Math Grade Equivalent Average

### Cohort Growth Evaluation

May/June 2014	3rd	4th	5th
	No Data Available	1.0	2.6
			
May/June 2015	3rd	4th	5th
	1.6	2.6	3.6
			
May/June 2016	3rd	4th	5th
	2.3	3.5	3.8
			
May/June 2017	3rd	4th	5th
	3.5	3.8	No Data Available



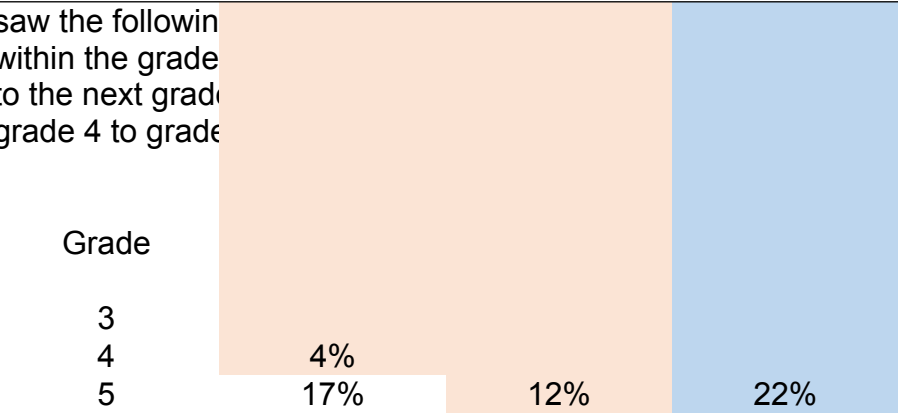
## ANNUAL EVALUATION OF SPSA GOALS FOR 2016-2017

Plan Component:	Goal:
English Language Arts	<b>Goal 1:</b> Rio Plaza will increase the reading level of students in grades 2-5 by one grade level as measured by the Star Reading assessment to support student achievement in all content areas.
Desired Outcome:	Result:
Increase the reading level of students in grades 2-5 by one grade level as measured by the Star Reading assessment	Indicators show that we did meet the goal as growth numbers indicated that cohort mean growth was approximately at the 1.0 grade level per year rate (although data was not available for grade 5 for comparison). Growth also continues within each grade level since records have been kept beginning with the 2014 school year.
Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Developing a protocol to strategically target books at student's reading levels to have students read at their ZPD. Increase library circulation through book purchases.	Accelerated Reader protocol having students read at their ZPD. Continue to increase library circulation through book purchases. Increase the depth and complexity of instruction in the classroom. Ad software and classroom books to increase reading. Purchase T2 and T3 materials to support intervention.
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
English Language Arts	<b>Goal 2:</b> Rio Plaza will provide professional development for teachers to develop proficiency in the Common Core State Standards and 21 <sup>st</sup> Century Skills.
Desired Outcome:	Result:
Continue to refine Close Reading, journal writing, and integration of language arts standards into ELM units where possible. Provide professional development and coaching for the strategic	Professional development continued throughout the year on these initiatives. Teachers were monitored for implementation and coached on implementation strategies by the principal and

CCSS site level initiatives of collaboration and communication related to the 5C's.	Engage coach. No quantitative data was gathered on the implementation, but qualitative data indicated successful levels of implementation by most teachers.
<b>Implementation of Activities</b>	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Informal observations and modeling by the principal, YouTube videos demonstrating the processes, journal review, coaching, PLCs.	Informal observations by the principal. Begin quantitative data gathering with a staff created data tool.
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

<b>Plan Component:</b>	<b>Goal:</b>
English Language Arts	<b>Goal 3:</b> Rio Plaza will increase the number of students in the "Standards Met" and "Standards Exceeded" on the CAASPP by 5%.
<b>Desired Outcome:</b>	<b>Result:</b>
Align classroom practices with CCSS and SBAC assessment rigor.	This goal was partially fulfilled. Plaza has seen an overall combined growth trend since 2015. The total percent of students (in grades in grades 3-5) meeting or exceeding has grown from 42% in 2015 to 58% in 2016 to 64% in 2017. Growth from last year by grade level was negative in grade 3, dropping from 30% to 21% meeting or exceeding standards. Third grade scores will vary however, year-to-year, based upon the ability of students from grade 2, so growth cannot be determined from year to year within this grade level. Rather, third grade creates the baseline for growth in grades 4 and 5. Fourth grade showed improvement from 16% to 21% with fifth grade improving from 12% - 22%. It is difficult to examine cohort growth since this is only the third test examination of the CAASPP, so only the obvious can be stated. It is also important to note that the positive and negative growth trend followed not only the district but state trends as well. In language arts we

	<p>saw the following within the grade to the next grade: grade 4 to grade 5</p>  <p>Grade</p> <p>3</p> <p>4</p> <p>5</p> <p>4%</p> <p>17%</p> <p>12%</p> <p>22%</p> <p>Data on Gate, RFEP, and English only students indicate that these students outperform our English language learner students. Students in the afterschool program show a general trend of underperforming our non-afterschool program students, but students in the afterschool program are our lowest performing students, so this is expected.</p>
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Implementation of Activities	
-Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Accelerated Reader, TOSA assistance, ELM, Close Reading, journal writing	None
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
Mathematics	<b>Goal 1:</b> Rio Plaza will increase the mathematics level of students in grades 2-5 by one grade level as measured by the Star Math assessment to support student achievement.
Desired Outcome:	Result:
Increase the mathematics level of students in grades 2-5 by one grade level as measured by the STAR Math assessment	We met the goal as growth numbers indicated that cohort mean growth was more than 1.0 per grade level per year rate (although data was not available for grade 5 for comparison).

	Growth also continues within each grade level since records have been kept beginning with the 2014 school year.
<b>Implementation of Activities</b>	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
We have had consistently strong mathematics instruction and continue those practices. We will continue to journal in mathematics for students to become familiar with justifying their work or explaining their thoughts.	We have had consistently strong mathematics instruction and continue those practices.
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
Mathematics	<b>Goal 2:</b> Rio Plaza will provide professional development for teachers to develop proficiency in the Common Core State Standards and 21 <sup>st</sup> Century Skills.
Desired Outcome:	Result:
Continue to refine Number Talks, journal writing, and integration of mathematics standards into ELM units where possible. Provide professional development and coaching for the strategic CCSS site level initiatives of collaboration and communication related to the 5C's.	Professional development continued throughout the year on these initiatives. Teachers were monitored for implementation and coached on implementation strategies by the principal and Engage coach. No quantitative data was gathered on the implementation, but qualitative data indicated successful levels of implementation by most teachers.
<b>Implementation of Activities</b>	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Informal observations and modeling by the principal, YouTube videos demonstrating the processes, journal review, coaching, PLCs.	Informal observations by the principal. Begin qualitative data gathering with a staff created data tool.
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

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Plan Component: Mathematics	Goal: <b>Goal 3:</b> Rio Plaza will increase the number of students in the “Standards Met” and “Standards Exceeded” on the CAASPP by 5%.																
Desired Outcome: Align classroom practices with CCSS and SBAC assessment rigor.	Result: This goal was nearly fulfilled by grade level and fulfilled overall. Growth in grade levels was as follows: grade 3, 4%; grade 4, 3%, and grade 5, 11%. Data on the claims performance shows that students have proficiency in numerical calculations but lack proficiency in higher order math skills. There is a need for higher order math concepts and building perseverance in math problem solving. Shows an overall downward trend in cohort growth, but an upward trend within each grade level. Implementation of Bridges mathematics and CCSS can be factors in the cohort growth as teachers are learning the new standards and curriculum.																
	<table border="1"> <thead> <tr> <th>Grade</th> <th>2014-15 CAASPP ELA</th> <th>2015-16 CAASPP ELA</th> <th>2016-17 CAASPP ELA</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>29%</td> <td>28%</td> <td>32%</td> </tr> <tr> <td>4</td> <td>9%</td> <td>11%</td> <td>14%</td> </tr> <tr> <td>5</td> <td>11%</td> <td>8%</td> <td>19%</td> </tr> </tbody> </table> <p>Data on Gate, RFEP, and English only students indicate that these students outperform our English language learner students. Students in the afterschool program show a general trend of underperforming our non-afterschool program students, but students in the afterschool program are our lowest performing students, so this is expected.</p>	Grade	2014-15 CAASPP ELA	2015-16 CAASPP ELA	2016-17 CAASPP ELA	3	29%	28%	32%	4	9%	11%	14%	5	11%	8%	19%
Grade	2014-15 CAASPP ELA	2015-16 CAASPP ELA	2016-17 CAASPP ELA														
3	29%	28%	32%														
4	9%	11%	14%														
5	11%	8%	19%														
Implementation of Activities																	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:																
Supplemental math instructional materials have allowed us to	We will continue using supplemental math instructional																

differentiate instruction where teachers choose to do so.	materials as well as implement Bridges math curriculum. We will call upon our math TOSA to provide procedural and instructional support for Bridges implementation.
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
English Language Learners	<b>Goal:</b> Rio Plaza will provide ELD instruction for students to grow a minimum of 2% to meet or exceed AMAO1 for 2017-2018. Progress will be monitored using ADEPT results.
Desired Outcome:	Result:
NA	This goal is no longer pertinent as the AMAO metric has been abolished by the state
Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
NA	NA
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
Special Education	<b>Goal:</b> Rio Plaza will increase the proficiency of students with disabilities in English Language Arts and mathematics as indicated by IEP goals.
Desired Outcome:	Result:
Students attaining their written IEP goals as set forth by the resource specialist	This metric is abandoned as it does not necessarily indicate progress toward meeting standards on the CAASPP
Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:

NA	NA
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
Intervention	<b>Goal:</b> Rio Plaza will continue systematic Response to Intervention to address the needs of students in Tier 1, 2, and 3. Students will have access to support from regular classroom and support staff in specific areas of need identified through multiple measures and the IPT/IEP process for students to attain academic proficiency in ELA.
Desired Outcome:	Result:
Increase student achievement for students who are working below grade level	Instructional time is dedicated to RtI daily with student progress monitored weekly or every other week. Intervention groupings are flexible, so students can be placed in appropriate groups as needed. Students receive targeted instruction.
<b>Implementation of Activities</b>	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Hub intervention in Kindergarten reducing class size throughout the grade level. Intervention support in grades 1-5. Progress monitoring every other week.	None
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
After School Program	<b>Goal:</b> Align instruction in the after-school program to support the highest need students in achieving academic gains in English language arts and Mathematics.
Desired Outcome:	Result:
Increase student achievement in English language arts and	Students have increased homework completion due to the

mathematics.	homework hour. Afterschool Program Coordinator works with grade level teachers to align instruction and differentiate instruction where possible.
<b>Implementation of Activities</b>	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
May Do and Must Do activities, use of computer technology and library, homework assistance, inclusion of the arts, extended use of various daytime software programs, Afterschool Program Liaison support.	None
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
Safe School Environment	<b>Goal:</b> The school will educate all students in a safe and secure environment to increase student achievement in English language arts and mathematics.
Desired Outcome:	Result:
Minimize suspensions and expulsions	The school held suspensions to a total of 12 with 0 expulsions. Suspensions and expulsions increased over the previous year but involved few students with repeated Ed Code violations.
<b>Implementation of Activities</b>	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Charger Reader, Principal's Recess, Peer Leaders, organized recess sports, counseling support, Peace Builders program, classroom Ambassadors, ELM social skills (roles).	None
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

Plan Component:	Goal:
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Parent Involvement	<b>Goal:</b> The school will engage parents and families in various activities and support groups throughout the year to support student achievement in English language arts and Mathematics.
Desired Outcome:	Result:
Active participation for the community	School Site Council, ELAC, PTA, Coffee with The Principal, Dessert with The Principal, Parent Conferences, Family Nights, Winter Performances, Parent English Classes parent activities
<b>Implementation of Activities</b>	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
School Site Council, ELAC, PTA, Coffee with The Principal, Parent Conferences, Family Nights, Winter Performances, Parent English Classes parent activities	None
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
None	None

## **SCHOOL GOALS**

### **English Language Arts Goals**

**Goal:** Rio Plaza will increase the number of students in the “Standards Met” and “Standards Exceeded” on the CAASPP by 3%.

### **Mathematics Goals**

**Goal:** Rio Plaza will increase the number of students in the “Standards Met” and “Standards Exceeded” on the CAASPP by 3%.

### **English Language Learner Goals**

**Goal:** Rio Plaza will increase the number of English language learner students in the “Standards Met” and “Standards Exceeded” on the CAASPP by 3%.

### **Special Education Goals**

**Goal:** Rio Plaza will increase the number of students with disabilities in the “Standards Met” and “Standards Exceeded” on the CAASPP by 3%.

### **Afterschool Program Goals**

**Goal:** Rio Plaza will increase the number of students in the afterschool program in the “Standards Met” and “Standards Exceeded” on the CAASPP by 3%.

### **Safe School Environment Goals**

**Goal:** Rio Plaza will educate all students in a safe and secure environment to increase student achievement in all content areas.

### **Parent Engagement Goals**

**Goal:** The school will engage parents and families in various activities and support groups throughout the year to support student achievement in all content areas.

## 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. Thus, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**ELA SCHOOL GOAL:** Rio Plaza will increase the number of students in the “Standards Met” and “Standards Exceeded” on the CAASPP by 3%.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
CAASPP	This goal was partially fulfilled. Plaza has seen an overall combined growth trend since 2015. The total percent of students (in grades in grades 3-5) meeting or exceeding has grown from 42% in 2015 to 58% in 2016 to 64% in 2017. Growth from last year by grade level was negative in grade 3, dropping from 30% to 21% meeting or exceeding standards. Fourth grade showed improvement from 16% to 21% with fifth grade improving from 12% - 22%.	Analyze student data from state CAASPP reports.

**STRATEGY 1:** Rio Plaza teachers will identify the specific needs of all students and differentiate instruction in the regular classroom to increase student achievement in ELA.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2017-2018 school year  Identify specific student needs and screen and select research-based intervention programs to	Robert Guynn, Principal; Classroom Teachers; Intervention Teachers	<b>As Required:</b> Collect and analyze district- and school-level summative and formative ELA and English learner data; identify students from each grade level to differentiate instruction to meet their specific literacy needs.	<b>No cost for this strategy</b>

differentiate instruction in the classroom to meet the needs of all students.		<b>Daily:</b> Use existing criteria for implementing research-based reading intervention programs that are designed to meet individual literacy needs of struggling students and English learners, measure growth, and accelerate reading comprehension.	
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**STRATEGY 2:** The district will employ a librarian to assist students with choosing appropriate reading materials and taking Accelerated Reader tests.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  The librarian will assist students with Accelerated Reader and with students checking out books at the appropriate reading level.	Robert Guynn, Principal	<b>Daily:</b> The library is accessible to students during recess, lunch, and before and after school for students to check out books and complete Accelerated Reader tests so that students can meet or exceed their monthly reading goals.	<b>LCFF \$9,530</b> Salary

**STRATEGY 3:** The school will participate in the Scripps spelling bee.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Students will participate in the Scripps Spelling Bee to help students increase their spelling accuracy.	Robert Guynn, Principal; Classroom Teachers	Teachers will conduct classroom level spelling bees to determine the best qualified spellers to compete in the school site spelling bee.  The spelling bee teacher liaison will conduct a school wide spelling bee to determine the candidates for the county spelling bee.	<b>LCFF \$120</b> for registration

**STRATEGY 4:** The school will participate in appropriate professional development activities to support student achievement in English language arts.

Action/Date	Person(s)	Task/Date	Cost and Funding Source
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	<b>Responsible</b>		<b>(Itemize for Each Source)</b>
2017-2018 school year  The principal and teachers will participate in professional development	Robert Guynn, Principal; Classroom teachers	<b>School Year:</b> The principal and teachers will attend site based, web based, or off site professional development as need to improve student performance.	<b>Title I \$29,160</b> for PE Teacher and aide

**STRATEGY 5:** The school will administer Kindergarten placement test for students prior to the start of school.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
August 2017  Kindergarten teachers will assess students to place students in the appropriate classroom.	Kindergarten teachers	<b>August 2017:</b> Kindergarten teachers will assess students in fundamental ELA skills to determine appropriate class placement.	<b>Title I \$3,000</b> extra work cost

**STRATEGY 6:** The school will use a technology coordinator to assist teachers with the implementation of technology.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
2017-2018 school year  The Technology Coordinator will assist teachers in implementing technology in the classroom.	Robert Guynn, Principal; Technology Coordinator	<b>School Year:</b> The Technology Coordinator will assist teachers with the implementation of technology in the classroom.	<b>Title I \$2,000</b> stipend for teacher

**STRATEGY 7:** The school will purchase materials and supplies outside core materials to support student instruction.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
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2017-2018 school year  Materials, supplies, subscriptions, and outside speaker will be used to supplement core materials for instruction in ELA.	Robert Guynn, Principal; Classroom teachers	Materials, supplies, subscriptions, field trips, outside speakers will be used to supplement core instruction in ELA throughout the year.	<b>LCFF \$30,000</b>
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**STRATEGY 8:** The principal and teaching staff will participate in professional development focused on teaching strategies for the common core and 21<sup>st</sup> Century skills.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  The principal and teachers will participate in professional development	Robert Guynn, Principal; Classroom teachers	<b>School Year:</b> The principal and teachers will attend site based, web based, or off site professional development as need to improve student performance.	<b>Refer to ELA Goal Strategy 4 for shared cost and funding source</b>

**STRATEGY 9:** The school will implement school wide initiatives to create deeper and more critical thinking in students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Teachers will implement school wide initiatives Close Reading, journaling, and the 5Cs.	Robert Guynn, Principal; Classroom teachers	The principal will support teachers in implementing the school wide initiatives to develop deeper and more critical thinking skills in the students	<b>No cost for this strategy</b>

**STRATEGY 10:** Rio Plaza will use a testing coordinator to implement the annual CAASPP.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year	Robert Guynn,	The principal and testing coordinator will work	<b>LCFF \$500</b>

The school will use a testing coordinator to oversee the CAASPP	Principal; Testing Coordinator	together to train and develop a testing schedule to benefit students to create a positive testing environment to boost student achievement.	
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**STRATEGY 11:** Intervention teachers will provide support to selected grade levels during Target Time and during ELD.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Using the cycle of inquiry model, implement the reading intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.	Robert Guynn, Principal; Classroom Teachers; Intervention Teacher(s)	<b>Daily:</b> Intervention teacher(s) will provide support in designated grade levels to support students who are working significantly below grade level.	<b>LCFF \$16,200</b> 1 intervention teacher (1 x \$48/hr x 2.5hrs/day x 135 days)

**STRATEGY 12:** Supplemental materials, programs and curriculum will be used for intervention.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Rio Plaza will use existing SBE adopted supplemental materials for intervention instruction and purchase new or replacement materials as needed.	Robert Guynn, Principal; Classroom teachers; Resource teacher	<b>As Needed:</b> As identified by the classroom or intervention teacher, Rio Plaza will purchase the appropriate supplemental materials and supplies for instruction in the intervention classroom.	<b>Refer to ELA Goal Strategy 7 for shared cost and funding source</b>

**STRATEGY 13:** The school will use for substitutes for data meetings to analyze student progress as needed.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Substitute teachers will be used to relieve teachers during the regular instructional day to meet together with the principal to discuss student progress.	Robert Guynn, Principal; Classroom Teachers	<b>As needed:</b> Substitute teachers will relieve regular classroom teachers for data meetings to discuss student progress in mathematics.	<b>Title I \$6,240</b> 1 substitute teacher (1 x \$120/day x 2 days/year x 26 teachers/session)

**MATH SCHOOL GOAL:** Rio Plaza will increase the number of students in the “Standards Met” and “Standards Exceeded” on the CAASPP by 3%.

<b>What data did you use to form this goal?</b>  CAASPP	<b>What were the findings from the analysis of this data?</b>  This goal was nearly fulfilled by grade level and fulfilled overall. Growth in grade levels was as follows: grade 3, 4%; grade 4, 3%, and grade 5, 11%. Data shows that students have proficiency in numerical calculations but lack proficiency in higher order math skills. There is a need for higher order math concepts and building perseverance in math problem solving.	<b>How will the school evaluate the progress of this goal?</b>  Analyze student data from state CAASPP reports.
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**STRATEGY 1:** The school will purchase appropriate supplemental materials, programs, or technology to support classroom instruction.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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2017-2018 school year  Additional supplemental materials, programs or technology will be used to support classroom instruction.	Robert Guynn, Principal; Classroom Teachers; Intervention Teachers	<b>School Year:</b> Supplemental materials will be used to differentiate instruction in the regular classroom and during Target Time to increase student achievement in mathematics.	<b>Refer to ELA Goal Strategy 7 for shared cost and funding source</b>
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**STRATEGY 2:** The school will use for substitutes for data meetings to analyze student progress as needed.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Substitute teachers will be used to relieve teachers during the regular instructional day to meet together with the principal to discuss student progress.	Robert Guynn, Principal; Classroom Teachers	<b>As needed:</b> Substitute teachers will relieve regular classroom teachers for data meetings to discuss student progress in mathematics.	<b>Refer to ELA Goal Strategy 13 for shared cost and funding source</b>

**STRATEGY 3:** The school will administer Kindergarten placement test for students prior to the start of school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2017  Kindergarten teachers will assess students to place students in the appropriate classroom.	Kindergarten teachers	<b>August 2017:</b> Kindergarten teachers will assess students in fundamental mathematics skills to determine appropriate class placement.	<b>Refer to ELA Goal Strategy 5 for shared cost and funding source</b>

**STRATEGY 4:** The school will use a technology coordinator to assist teachers with the implementation of technology.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  The technology coordinator will assist teachers in implementing technology in the classroom.	Robert Guynn, Principal; Technology Coordinator	<b>As Needed:</b> The Technology Coordinator will assist teachers with the implementation of technology in the classroom.	<b>Refer to ELA Goal Strategy 6 for shared cost and funding source</b>

**STRATEGY 5:** The principal and teaching staff will participate in professional development focused on teaching strategies for the common core and 21<sup>st</sup> Century skills.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  The principal and teachers will participate in professional development	Robert Guynn, Principal; Classroom teachers	<b>School Year:</b> The principal and teachers will attend site based, web based, or off site professional development as need to improve student performance.	<b>Refer to ELA Goal Strategy 6 for shared cost and funding source</b>

**STRATEGY 6:** The school will implement school wide initiatives to create deeper and more critical thinking in students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Teachers will implement school wide initiatives Number Talks, journaling, and the 5Cs.	Robert Guynn, Principal; Classroom teachers	<b>School Year:</b> The principal will support teachers in implementing the school wide initiatives to develop deeper and more critical thinking skills in the students	<b>Refer to ELA Goal Strategy 4 for shared cost and funding source</b>

**STRATEGY 7:** The principal and teaching staff will participate in professional development focused on teaching strategies for the common core and 21<sup>st</sup> Century skills.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  The principal and teachers will participate in professional development	Robert Guynn, Principal; Classroom teachers	<b>School Year:</b> The principal and teachers will attend site based, web based, or off site professional development as need to improve student performance.	<b>Refer to ELA Goal 3, Strategy 4 for shared cost and funding source</b>

**STRATEGY 8:** Rio Plaza will use a testing coordinator to implement the annual CAASPP.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The school will use a testing coordinator to oversee the CAASPP	Robert Guynn, Principal; Testing Coordinator	<b>School Year:</b> The principal and testing coordinator will work together to train staff and develop a testing schedule to create a positive testing environment.	<b>Refer to ELA Goal Strategy 4 for shared cost and funding source</b>

**ENGLISH LANGUAGE LEARNER SCHOOL GOAL:** Rio Plaza will increase the number of English language learner students in the “Standards Met” and “Standards Exceeded” on the CAASPP by 3%.

<b>What data did you use to form this goal?</b>  CAASPP	<b>What were the findings from the analysis of this data?</b>  CAASPP data shows that the EI subgroup is our lowest performing group. This is significant since it is our only significant subgroup. The promising news is that there are a significant number of students in the “Near Standard” category of the ELA Claims performance chart on page 10. Strategic instruction could provide significant increases for these students. Four categories of instruction will benefit our students and include, Close Reading and a focus on comprehension, journal writing with a focus	<b>How will the school evaluate the progress of this goal?</b>  Analyze student data from state CAASPP reports.
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	<p>on grouping thoughts, increasing student interaction through investigative research and collaborative problem-solving (such as ELM) to increase vocabulary knowledge for quality oral presentations</p> <p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>Claim 2: Students can produce effective writing for a range of purposes and audiences.</p> <p>Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p>Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>	
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**STRATEGY 1:** Rio Plaza will use an EL Coordinator to monitor the EL program.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Rio Plaza will use an EL Coordinator to monitor the EL program	Robert Guynn, Principal; EL Coordinator	<b>AS Needed:</b> The EL coordinator will work with the school staff to provide professional development and support EL students.	<b>LCFF \$3,950</b> Stipend

**STRATEGY 2:** Rio Plaza will set aside specific time for Designated ELD instruction

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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2017-2018 school year  Teachers will schedule 120 – 150 minutes per week for Designated ELD instruction.	Robert Guynn, Principal; Classroom teachers	<b>Academic Year:</b> Teacher grade level leaders will submit the master daily schedule to the principal for approval which includes 120 – 150 minutes per week for Designated ELD instruction.	<b>No cost associated with this strategy</b>
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**STRATEGY 3:** Rio Plaza will use a combination of Integrated ELD and Designated ELD instructional time to deliver instruction specifically designed for English language learners.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Teachers will use content area curriculum with strategies specifically designed for ELD instruction.	Robert Guynn, Principal; Classroom teachers	<b>Daily:</b> Teachers will use content area curriculum with strategies specifically designed for ELD instruction.  The principal will monitor ELD instruction during classroom walkthroughs.	<b>No cost associated with this strategy</b>

**STRATEGY 4:** Rio Plaza will group EL students by ability groups during Designated ELD instruction to target specific student needs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Teachers will group students by their ability as determined by the most recent state assessment or ADEPT score.	Robert Guynn, Principal; Classroom teachers	<b>School Year:</b> Teachers will group students by their ability as determined by the most recent state assessment or ADEPT score for targeted instruction.	<b>No cost associated with this strategy</b>

**STRATEGY 5:** Rio Plaza will use ADEPT to monitor EL student progress

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Teachers and the ADEPT test team will assess EL students twice per year to monitor progress	Robert Guynn, Principal; Classroom teachers; ADEPT test team	<b>Twice per Year:</b> Teachers and the ADEPT test team will assess students to monitor their progress and develop goals for student growth.	<b>Title I \$3,400</b>

**STRATEGY 6:** Rio Plaza will purchase necessary supplemental materials, supplies, and technology to support EL students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Appropriate supplemental materials, supplies, and technology will be purchased to supplement instruction for EL students.	Robert Guynn, Principal; Classroom teachers	<b>As Needed:</b> As identified by the classroom teachers and principal, Rio Plaza will purchase the appropriate supplemental materials, supplies, and technology for ELD instruction.	<b>Refer to ELA Goal Strategy 7 for shared cost and funding source</b>

**STUDENTS WITH DISABILITIES SCHOOL GOAL:** Rio Plaza will increase the number of students in the afterschool program in the “Standards Met” and “Standards Exceeded” on the CAASPP by 3%.

<b>What data did you use to form this goal?</b>  CAASPP	<b>What were the findings from the analysis of this data?</b>  Students in the afterschool program show a general trend of underperforming our non-afterschool program students, but students in the afterschool program are our lowest performing students, so this is expected. It is also difficult to determine growth as the students in the program vary from year-to	<b>How will the school evaluate the progress of this goal?</b>  Analyze student data from state CAASPP reports.
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**STRATEGY 1:** Teachers will differentiate instruction to students with IEPs as indicated on the students IEPs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  Teachers will use students IEPs to differentiate instruction in the classroom setting	Robert Guynn, Principal; Classroom teachers	<b>Daily:</b> Teacher will accommodate the needs of students who require additional classroom support as outlined by their IEP.  <b>As Needed:</b> Materials will be purchased as necessary to support students with special needs.	<b>LCFF \$500</b> for materials and supplies to meet the needs of the students

**STRATEGY 2:** The resource teacher will develop and use an instruction schedule for students with IEPs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The resource teacher will develop and use an instructional schedule for students with IEPs	Robert Guynn, Principal; Resource teacher; Speech teacher	<b>September:</b> The resource teacher will develop and submit a written student instructional schedule to the principal for approval.  <b>As Required:</b> The resource teacher will instruct students based upon the requirements in each student's IEP and as outlined in the student schedule.	<b>No cost associated with this strategy</b>

**STRATEGY 3:** The principal will meet with the resource specialist and/or the classroom teacher to monitor progress for students with IEPs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year	Robert Guynn, Principal; Classroom	<b>Monthly:</b> The principal will meet with the resource specialist and/or the classroom teacher to assess	<b>No cost associated with this strategy</b>

The principal will meet with teachers to assess the progress of students with IEPs	teachers; Resource teacher; Speech teacher	the progress of students with IEPs. Adjustments will be made to instruction as needed.	
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**AFTERSCHOOL PROGRAM SCHOOL GOAL:** Rio Plaza will increase the number of students in the afterschool program in the “Standards Met” and “Standards Exceeded” on the CAASPP by 3%.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
CAASPP	Students in the afterschool program appear to show that the program is not working, but students in the program are working at the lowest academic levels and are chosen using BrightBytes. Further breakdown of data is required to gauge the level of growth for ASP students which was not available at the time this plan was drafted.	Analyze student data from state CAASPP reports.

**STRATEGY 1:** The school will use an after-school program liaison to provide coaching and support to after school employees and to assist in the alignment of instruction between the regular school day and after school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  The After-School Program Liaison (ASPL) will assist after school staff in aligning instruction with the regular day and with implementing instruction in the program.	After School Program Liaison	<b>Monthly:</b> The After-School Program Liaison will conduct walkthroughs and meet with identified staff members to provide technical assistance for increasing student achievement in ELA. The ASPL will meet with the program coordinator to align instruction with the regular school day,  <b>As Needed:</b> The ASPL will meet with new staff to develop the necessary skills in order to deliver quality instruction.	<b>Centralized services</b>



**STRATEGY 2:** The After-School Program Coordinator (ASPC) will plan and implement curriculum in the after-school program which is aligned with the regular school day.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2017-2018 school year</p> <p>The After-School Program Coordinator (ASPC) will plan and implement curriculum in the afterschool program which is aligned with the regular school day.</p>	<p>After School Program Liaison; After School Program Coordinator</p>	<p><b>Monthly:</b> The ASPL and ASPC will meet monthly to discuss the program, its effectiveness, training needs, alignment to the regular school day, and other elements as determined by walkthroughs and staff meetings.</p> <p>The ASPC will attend district level coordinator meetings.</p> <p><b>Weekly:</b> The ASPC will meet with staff to plan and implement instruction.</p> <p><b>Daily:</b> The ASPC will monitor the implementation of the program through staff interaction and classroom walkthroughs.</p>	<p><b>Centralized services</b></p>

**STRATEGY 3:** Youth Development Specialists (YDS) will deliver instruction, enrichment, and provide homework assistance to students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2017-2018 school year</p> <p>Youth Development Specialists (YDS) will deliver instruction, enrichment, and provide homework assistance to students.</p>	<p>After School Program Liaison; After School Program Coordinator</p>	<p><b>Daily:</b> The YDS will deliver instruction, support, and enrichment activities to students to increase student achievement in ELA and mathematics.</p>	<p><b>Cost determined by the Boys &amp; Girls Club</b></p>

**STRATEGY 4:** The Boys and Girls Club will provide supervisory and clerical support to school level employees.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2017-2018 school year</p> <p>The Boys and Girls Club will provide supervisory and clerical support to school level employees.</p>	<p>Boys and Girls Club Director</p>	<p><b>As Needed:</b> The After-School Program Specialist will communicate with the ASPC to implement various programs to increase student achievement in ELA and mathematics and to provide enrichment opportunities to students.</p> <p><b>Daily:</b> The Director of After School Programs will oversee and be responsible for the operation of the after-school program.</p>	<p><b>Cost determined by the Boys &amp; Girls Club</b></p>

**STRATEGY 5:** The Boys and Girls Club will provide necessary classroom materials and supplies to support classroom instruction, homework assistance, and enrichment activities.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2017-2018 school year</p> <p>Rio Plaza will provide necessary classroom materials and supplies.</p>	<p>After School Program Coordinator</p>	<p><b>As Needed:</b> The ASPC will determine the material needs of the program to implement curriculum and enrichment activities to students.</p> <p>The ASPC will submit requisitions to the principal for approval.</p>	<p><b>ASES \$1,000</b> for materials</p>

**STRATEGY 6:** The program will provide field trips to enrich academics, physical fitness, and community service experiences.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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2017-2018 school year  The program will provide field trips to enrich student experiences.	After School Program Coordinator	<b>As Scheduled:</b> Field trips will be provided to enrich academics, physical fitness, and community service experiences as determined by staff.	<b>Cost determined by the Boys &amp; Girls Club</b>
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**STRATEGY 7:** The program will provide training and professional development to all afterschool program staff members in order to increase student safety and achievement in English language arts and mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  The program will provide professional development to all staff members.	After School Program Liaison; After School Program Coordinator	<b>As Scheduled:</b> Staff will attend training and professional development at the site, district, and county as required.	<b>Cost determined by the Boys &amp; Girls Club</b>

**STRATEGY 8:** Business Services will deduct the appropriate Boys and Girls Club operating expenses and indirect costs as required by state regulations.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Operating expenses and indirect costs will be deducted.	Cathie Higa, Fiscal Services	<b>Fiscal Year:</b> Boys and Girls Club operating expenses and indirect costs will be deducted before the end of the fiscal year.	<b>Cost determined by the Boys &amp; Girls Club budget and legal requirements</b>

**SAFE ENVIRONMENT SCHOOL GOAL:** The school will educate all students in a safe and secure environment to increase student achievement in all content areas.

<p><b>What data did you use to form this goal?</b></p> <p>California Department of Education Suspension, Expulsion, and Truancy Rate report.</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>Rio Plaza is a safe environment for students with suspension, expulsion, and truancy rate at nearly zero.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>The school will evaluate attendance rate, truancy rate, suspension, and expulsion data.</p>
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**STRATEGY 1:** Rio Plaza will use a counselor to assist students in need of emotional support and to administer positive programs on campus.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2017-2018 school year</p> <p>The counselor will assist the school with students who need emotional support and administer positive student programs.</p>	<p>Robert Guynn, Principal; Counselor</p>	<p><b>Weekly:</b> The counselor will meet with selected students to support their emotional needs to create a safe campus environment for them.</p> <p><b>As Needed:</b> The counselor will administer positive programs on campus such as Peace Builders, Drug Free, and other programs to promote positive behavior and teamwork.</p>	<p><b>No cost associated with this strategy</b></p>

**STRATEGY 2:** Rio Plaza will use a Student Support Specialist to assist parents and students regarding the health and safety of students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2017-2018 school year</p> <p>The student support specialist will assist the school with families who require assistance with</p>	<p>Robert Guynn, Principal; Student Support Specialist</p>	<p><b>Weekly:</b> The Student and Family Support Specialist (SSS) will assist students with injuries and illnesses and determine the appropriate course of action to remedy the situation.</p> <p><b>As Needed:</b> The SFSS will contact and consult</p>	<p><b>LCFF \$5,895</b> for payroll</p>

health issues.		with families as required to assist them with the health and well-being of their child.	
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**STRATEGY 3:** Rio Plaza will use behavior statistics to identify negative behavior trends and identify and implement solutions.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  The school will analyze behavior incidents on a monthly basis.	Robert Guynn, Principal; Teachers	<b>Monthly:</b> The principal and teachers will analyze monthly reports regarding inappropriate behavior trends and work with teachers to reverse the behavior. Data will also be analyzed during leadership and regular staff meetings.	<b>No cost associated with this strategy</b>

**STRATEGY 4:** Rio Plaza will review attendance statistics to identify students who are not at or above 96.5% and work with families to increase attendance.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2016-2017 school year  The school will review monthly attendance reports to identify students with excessive absences.	Robert Guynn, Principal; Teachers; Office manager	<b>Monthly:</b> The Office Manager will run and print the attendance reports.  The principal will review the attendance reports and consult with staff regarding low attendance rates for students. The staff will identify solutions to increase attendance.  <b>As Needed:</b> Meetings such as SART will be held with parents to address negative attendance statistics. Solutions will be generated to remedy negative attendance.  Meetings with families and teachers may be needed to address ongoing concerns and to keep parents accountable for positive attendance.	<b>No cost associated with this strategy</b>

**STRATEGY 5:** Rio Plaza will award students, teachers, and grade levels for high attendance rates.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2017-2018 school year</p> <p>Rio Plaza will have attendance incentives to increase student attendance rates.</p>	<p>Robert Guynn, Principal; Teachers; Office manager</p>	<p><b>Monthly:</b> The Office Manager will run and print the attendance reports.</p> <p>The principal will review the attendance reports and identify the primary and secondary class with the highest attendance. The classes with the highest attendance will earn the attendance flags for the month.</p> <p>The Principal will conduct a monthly Principal's Recess for students in all grade levels who have perfect attendance for each attendance period.</p>	<p><b>No cost associated with this strategy</b></p>

**STRATEGY 6:** Rio Plaza will recognize students for meeting or exceeding their reading goals to increase literacy skills and improve student performance in ELA and mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2017-2018 school year</p> <p>The school will recognize students who meet or exceed their reading goals</p>	<p>Robert Guynn, Principal; Teachers; Office Manager</p>	<p><b>Monthly:</b> Teachers will submit the names of students who meet their monthly reading goal.</p> <p>The Office Manager will create the Charger Reader Certificates for each student.</p> <p>The Principal will award these certificates to the appropriate students each month during individual classroom ceremonies to promote reading to increase literacy and student achievement in ELA and mathematics.</p>	<p><b>LCFF \$6,500</b></p>

**STRATEGY 7:** Rio Plaza will purchase equipment and supplies for the Principal’s Recess perfect attendance award program to promote student achievement in ELA and mathematics.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  The school will purchase equipment and supplies for the school’s perfect attendance award program.	Robert Guynn, Principal	<b>As Needed:</b> The principal will purchase equipment and supplies for the perfect attendance recess for students who have perfect attendance for each reporting period.	<b>LCFF \$1,000</b>

**PARENT ENGAGEMENT SCHOOL GOAL:** The school will engage parents and families in various activities and support groups throughout the year to support student achievement in English language arts and mathematics.

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?
Title I Non-Regulatory Guidance	The school must provide the opportunity to be involved in the school environment to support their student for academic success.	The school will use sign-in sheets from committee meetings, calendar of events, and meeting notes to show parent involvement.

**STRATEGY 1:** Rio Plaza will form and conduct School Site Council (SSC) meetings in accordance with all Federal Title I and state requirements related to parent involvement and fiscal responsibility.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Rio Plaza will conduct SSC meetings throughout the school year to meet all required elements	Robert Guynn, Principal; SSC President	<b>5 times per year (minimum):</b> Rio Plaza will conduct SSC meetings to encourage parent participation in the success of our students to raise student achievement.  SSC members will periodically review the accuracy	<b>No cost associated with this strategy</b>

required by law.		of the Single Plan for Student Achievement.  SSC members will participate in the district level Parent Advisory Committee.	
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**STRATEGY 2:** Rio Plaza will form and conduct English Language Advisory Committee (ELAC) meetings in accordance with all Federal Title I, Title III and state requirements related to parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Rio Plaza will conduct ELAC meetings throughout the school year to meet all required elements required by law.	Robert Guynn, Principal; Teacher liaison	<b>5 times per year (minimum):</b> Rio Plaza will conduct ELAC meetings to encourage parent participation in the success of our EL students to raise student achievement.  ELAC members will review the Single Plan for Student Achievement and provide input to the SSC.  ELAC members will participate in the district level English Language Advisory Committee.	<b>No cost associated with this strategy</b>

**STRATEGY 3:** Rio Plaza will hold monthly Family Nights to encourage further parent participation in school events and programs related to student achievement to meet all Title I requirements of parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Rio Plaza will conduct Family Game Nights monthly.	Robert Guynn, Principal, Teacher Liaison; After school coordinator	<b>Monthly:</b> Rio Plaza will conduct Family Nights to encourage greater participation of families in school events and programs related to student achievement.	<b>Title I \$500</b> for incentives and refreshments

**STRATEGY 4:** Rio Plaza will conduct various clinics and community outreach events to encourage family participation in school events and programs related to student achievement in ELA and mathematics and to meet all Title I requirements of parent involvement.



Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Rio Plaza will conduct various clinics and community outreach events to encourage family participation.	Robert Guynn, Principal	<b>As Scheduled:</b> Rio Plaza will establish and work with community partners to reach out to the community to meet their needs and encourage participation in school events and programs related to student achievement.	<b>LCFF \$200</b> for supplies and refreshments

**STRATEGY 5:** Rio Plaza will conduct PTA sponsored events to encourage family participation in school events and programs to raise funds for supplemental activities related to student achievement in ELA and mathematics and to meet all Title I requirements of parent involvement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
2017-2018 school year  Rio Plaza will conduct regular PTA meetings and hold PTA sponsored events throughout the year to encourage family participation.	Robert Guynn, Principal; PTA President; Teacher Liaison	<b>Monthly:</b> Rio Plaza will conduct regular PTA meetings to plan and reflect upon event success.  <b>As Scheduled:</b> The PTA will hold sponsored events throughout the year to encourage family participation and raise funds for student events, projects, awards, rewards, and outings related to student achievement.	<b>No cost associated with this strategy</b>

**STRATEGY 6:** Rio Plaza will conduct Parent/Teacher Conferences for teachers and parents to discuss their child's progress in school.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
October, December, and March  Rio Plaza will conduct Parent/Teacher	Robert Guynn, Principal; Teacher liaison	<b>October, December, and March:</b> At minimum, teachers will meet with parents of students who are performing below grade level and programs to create a partnership with parents to boost student achievement.	<b>LCFF \$1000</b> for interpreters to assist non-English speaking parents meeting with English only speaking teachers

Conferences		<b>October, December, and March:</b> Rio Plaza will schedule translators for teachers who require Spanish or Mixteco translation services during parent/teacher conferences to create a partnership with parents to boost student achievement.	
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## 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/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> <b>California School Age Families Education</b> Purpose: Assist expectant and parenting students to succeed in school	\$0
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$0
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$0
<input type="checkbox"/> <b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$0
<input type="checkbox"/> <b>Professional Development Block Grant</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0
<input type="checkbox"/> <b>Pupil Retention Block Grant</b> Purpose: Prevent students from dropping out of school	\$0
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant</b> Purpose: Improve library and other school programs	\$0
<input type="checkbox"/> <b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$0
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$0
<input checked="" type="checkbox"/> <b>After School Education and Safety Program</b>	\$112,050
<input checked="" type="checkbox"/> <b>Local Control Funding Formula</b>	\$75,540

Total amount of state categorical funds allocated to this school \$188,040

<b>Federal Programs</b>		<b>Allocation</b>
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$46,141
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$1000
<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$0
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$0
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$0
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$0
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$0
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$0
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$0
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$0
Total amount of federal categorical funds allocated to this school		\$46,141

Total amount of state and federal categorical funds allocated to this school \$234,181

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

## SCHOOL SITE COUNCIL MEMBERSHIP

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>1</sup> The current make-up of the SSC is as follows:

Names of Members	Princi pal	Class roo m Teach er	Other Sc ho l Sta ff	Paren t or Com mu nity Memb er	Seco nd ary Stude nt
Robert Guynn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patricia Alvarez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bernadette Cisneros	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheryl Molina	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nataly Zamudio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eusebio Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OPEN SEAT FOR APPOINTMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Peggy Dawson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Angelica Rivas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maricela Barrera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

## 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

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

English Learner Advisory Committee

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Special Education Advisory Committee

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Gifted and Talented Education Advisory Committee

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

District/School Liaison Team for schools in Program Improvement

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Compensatory Education Advisory Committee

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Departmental Advisory Committee (secondary)

Name (printed) \_\_\_\_\_ Signature \_\_\_\_\_

Other committees established by the school or district (list)

Name (printed) \_\_\_\_\_ 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 5, 2018

Attested:

Robert Guynn

\_\_\_\_\_  
Typed name of School Principal

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date