

# The Single Plan for Student Achievement

**School:** Rivera Elementary School  
**CDS Code:** 19-64527-6013387  
**District:** El Rancho Unified School District  
**Principal:** David Sermeno  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Rivera Elementary School's Vision and Mission Statements

The vision of Rivera Elementary is to be a place where all of our students experience...

Success, through  
Opportunity  
Academics, and  
Responsibility

The mission of Rivera Elementary School, in partnership with the community, is to provide a safe, nurturing, innovative and challenging learning environment that promotes excellence. We will prepare students to be life-long learners to succeed academically, intellectually, socially, emotionally and culturally.

## School Profile

Teachers, classified employees, administrators and families work together for the improvement of students in an atmosphere of trust and service. A little over sixty percent of the teaching staff either live, have lived or went to school in Pico Rivera. Rivera Elementary students are instructed by highly qualified teachers. All teachers are highly qualified or in training to become highly qualified as specified by No Child Left Behind. El Rancho Unified School District continues to provide a variety of incentives to attract the highest quality teachers. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the Los Angeles County BTSA Consortium. Parents are equal partners and hold a position of responsibility in the education of their children. Many of our students have had their parents and/or grandparents attend Rivera Elementary.

The library is the hub of campus activity with literacy promoted throughout the grades. During the first trimester of the 2017-2018 school year Rivera Elementary students read over 6,000 books (22 million words) monitored by the Accelerated Reader program.

At Rivera we are committed to creating a nurturing environment in which student learning is dynamic, focuses on critical thinking, and utilized state-of-the art technology and instruction. The staff is committed to providing an enriched curriculum, which emphasizes the skills, concepts and processes necessary for the technological and cultural challenges of the 21st century. Our current challenge is to continue to raise student achievement while transitioning to the Common Core State Standards. Our goal will be to focus our instruction on the 4 C's: Critical Thinking, Collaboration, Creativity, and Communication. These skills cut across all content areas and are essential skills for all of our students to utilize in their educational future.

Rivera Elementary School is located in the center of the city of Pico Rivera, a suburb approximately 20 miles southeast of Los Angeles. The campus is home to approximately 630 students in transitional-kindergarten through fifth grade. 98.73% of our student population is of Hispanic/Latino decent. Support services are provided to meet the needs of the RSP, Speech and Language, Adaptive PE, and ELD students. Currently 65.77% of students qualify for free or reduced lunch, 157 students out of 631 students participate in the ELD program. There are over forty pre-kindergarten students who attend a state preschool program on campus. Two sessions are provided one in the morning and another in the afternoon. There is collaboration between the preschool staff and the kindergarten teachers in order to provide transitional support. Also, El Rancho Unified School District provides Transitional Kindergarten (TK), which is a bridge between preschool and kindergarten for children turning 5 years old between September 2nd and March 2nd of the 2017-18 school year. It is a two-year program based on kindergarten standards and designed to support young 5 year olds. Entering TK students are provided transitional support through a variety of activities. TK provides children with an opportunity to learn in an enriching and academically challenging environment that nurtures growth.

Rivera Elementary is dedicated to the increase of student achievement in language arts and mathematics as measured by the state mandated assessments. The results of these assessments are monitored throughout the school year. In August when first available assessment results are used for class formation and analysis of data for instruction delivery. Throughout the school year these assessments results are reviewed and instruction is modified to fit the needs of the individual student.

Progress throughout the school is monitored by the administration of the benchmark assessments and CAASPP data. Grade level data analysis meetings are held to discuss the assessment results. This is done at the end of each trimester. Teachers administer the STAR reading assessment via the Renaissance Place website at least once a Trimester. These results along with grade-level Fluency tests scores are used to determine our school's RTI groupings. These groupings are adjusted each trimester.

School wide programs include Accelerated Reader, implementation of benchmark assessments, parent outreach (AERIES Loop), Project Based Learning (PBL), Positive Behavior, Interventions and Support (PBIS), OLWEUS anti-bullying, PAX the good behavior game, Character Counts, and the after-school REACH (Recreation & Education Accelerating Children's Hopes) Program. At this time we have begun to implement AVID in all of our 2nd through 5th grade classrooms with the plan. All federal, state and local services and programs are coordinated and integrated at Rivera Elementary School as outlined throughout the SPSA plan.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff and Parent questionnaires were used to collect data on the current needs for Rivera Elementary. Both questionnaires had the same three questions. Question number one was: When considering students and student achievement at Rivera, what works? Question number two was: In your opinion, what needs to be improved to increase student achievement at Rivera Elementary? Question number three was: As you think about student achievement and student needs, what long term planning or ideas do you have for supporting higher student achievement at Rivera Elementary? Teachers were asked two additional questions. They were: "What instructional intervention is most successful in your classroom?" and "What is your greatest professional development need?"

The results of the surveys were very similar. Teachers and parents surveyed expressed a need for more technology devices and for training on how to utilize available technology. Teachers and parents also expressed that due to large classroom sizes teachers are not able to give students the individual instruction they need. After-school tutoring is a high priority for or parents. Teaching staff has expressed a need for more parent involvement. Parents also expressed a need for more opportunities for enrichment and after-school programs and clubs. Parents also asked for more parent workshops.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on a formal and informal basis. Formal observations take place through the teacher evaluation process. Teachers are observed twice a school year during their evaluation year. Informal observations take place at various times throughout the school year. Informal observations can occur as part of walk-throughs and during Parent involved activities like Open House and Back to School Night. Our school's Digital Learning Coach provides feedback to teachers as part of her routine visits to classrooms.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Rivera Elementary students participated in the CST and CMA Science test last year as well as in the CAASPP test. The district mandated assessment vehicle, EADMS, is administered by all kindergarten through second grade teachers two/three times per year. Grades 3-5 participate in online Interim Assessments that are available through the CAASPP system. The next step is a modified day or staff meeting dedicated to data analysis by grade level. By grade level, the strengths and weaknesses are discussed with a prescriptive plan of action developed to increase student achievement. The CELDT is given annually to our English Language Learners. Ongoing formal assessments include Theme Skills tests and Summative tests that are part of our Houghton Mifflin adopted English Language Arts program. In Mathematics our students are given formal assessments in the form of Chapter tests for our mathematics adoption. Our ELD students' progress is monitored by the use of Avenues Unit tests.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Results from our district Benchmark exams as well as the STAR test which is part of our Accelerated Reader (AR) program are used in the formation of our school's Response to Instruction (RTI) levels.

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)

Rivera Elementary students are instructed by highly qualified teachers. All teachers are highly qualified or in training to become highly qualified as specified by NCLB. El Rancho Unified School District continues to provide a variety of incentives to attract the highest quality teachers.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers participate in Professional Development frequently throughout the year. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the Los Angeles County BTSA Consortium. Teachers have also been given training in transitioning to the "4 C's" which are 21st Century Skills and Project Based Learning. 100 percent of our teachers have attended the PBL 101 training given by the Buck Institute for Education. Selected teachers will participate in Sustained Site Visits using a cohort model that is designed by the Buck Institute for Education.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All teachers have received training on the newly adopted mathematic series. Teachers who teach English Language Development (ELD) have received the training on the ELD series. Every Wednesday is a modified day devoted to staff development. The topics change as to meet the student's needs.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our teachers participate in the multiple curriculum councils that exist within ERUSD. Our school's Digital Learning Coach also provides constant training on various topics and best practices such as utilizing the SeeSaw app to record emerging readers as they practice fluency, and using Google Apps for Education.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is an ongoing occurrence at Rivera Elementary. Teachers meet with their grade-level peers every week at our Modified Day staff meetings. Teachers are given many opportunities to collaborate. Teachers also collaborate during their recess and lunch breaks as well as after-school on most days. Teacher Collaboration includes lesson planning, student discipline discussions, field trip planning and data analysis.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All students have available for their access the adopted district textbooks. The following are the adopted textbook publishers by subject matter: Language Arts/Houghton Mifflin, Mathematics/Go Math!, History-Social Science/Scott Foresman, Science/MacMillan/McGraw-Hill, and ELD/Hampton-Brown.

All of these textbooks have been approved by the California Department of Education as aligning with the state content and performance standards.

The District created curriculum maps are used in the content areas - Language Arts, Mathematics and English Language Development.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

#### Regular Day Instructional Schedule for 2017-2018

##### Kindergarten (Regular Day – 255 Minutes)

Total Instructional Minutes Per Day 255 minutes x 139 days = 35,445

Total Instructional Minutes Minimum Days 155 minutes x 4 days = 620

Total Instructional Minutes Modified Days 155 minutes x 37 days = 5,735

TOTAL ANNUAL MINUTES FOR KINDERGARTEN: 41,800

##### First Grade (Regular Day – 315 Minutes)

Total Instructional Minutes Per Day 315 minutes x 139 days = 43,785

Total Instructional Minutes Minimum Days 230 minutes x 4 days = 920

Total Instructional Minutes Modified Days 230 minutes x 37 days = 8,510

TOTAL ANNUAL MINUTES FOR FIRST GRADE: 53,215

##### Second Grade (Regular Day – 315 Minutes)

Total Instructional Minutes Per Days 315 minutes x 139 days = 43,785

Total Instructional Minutes Minimum Days 230 minutes x 4 = 920

Total Instructional Minutes Modified Days 230 minutes x 37 = 8,510

TOTAL ANNUAL MINUTES FOR SECOND GRADE: 53,215

##### Third Grade (Regular Day – 320 Minutes)

Total Instructional Minutes Per Day 320 minutes x 139 days = 44,480

Total Instructional Minutes Minimum Days 235 minutes x 4 days = 940

Total Instructional Minutes Modified Days 235 minutes x 37 days = 8,695

TOTAL ANNUAL MINUTES FOR THIRD GRADE: 54,115

Fourth Grade (Regular Day – 320 Minutes)

Total Instructional Minutes Per Day 320 minutes x 139 days = 44,480

Total Instructional Minutes Minimum Days 235 minutes x 4 days= 940

Total Instructional Minutes Modified Days 235 minutes x 37 days = 8,695

TOTAL ANNUAL MINUTES FOR FOURTH GRADE: 54,115

Fifth Grade (Regular Day – 320 Minutes)

Total Instructional Minutes Per Day 320 minutes x 139 days = 44,480

Total Instructional Minutes Minimum Days 235 minutes x 4 days = 940

Total Instructional Minutes Modified Days 235 minutes x 37 days = 8,695

TOTAL ANNUAL MINUTES FOR FIFTH GRADE: 54,115

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Response to Instruction is a school-wide process that all grade-levels participate in. Students are leveled using the STAR Assessment and Reading Fluency scores for Language Arts instruction so that student-teacher ratios can stay as low as possible for those students that need the most support. Teachers are currently working on a new pacing schedule that will allow extra time for Project Based Learning and the activities that result from it.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All instructional materials are available to all student groups including Title 1, English Learners, Students with Disabilities, Special Education, Socio-Economically Disadvantaged and GATE students.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

At Rivera Elementary we use the district adopted textbooks and materials for Language Arts, Mathematics, English Language Development, Science and Social Studies. We also use the Accelerated Reader Program to supplement our Language Arts program.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services provided by the regular program to enable under-performing students to meet the standards include teaming, Response to Instruction, the use of parent volunteers for one-to-one reading support, cross-age tutoring, and additional instruction as part of our after-school tutoring for targeted students.

14. Research-based educational practices to raise student achievement

To raise student achievement, Rivera Elementary uses a variety of processes and interventions. Rivera offers Saturday School, ELLSC, and After-school tutoring, Rivera also uses the RTI and SST process for struggling students.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available to assist the students to meet the state standards include: during school tutoring, use of the services of the RSP specialist and her instructional aide, the REACH Program, Response to Instruction (RTI), the use of parent volunteers and grade level parent meetings.

One of the barriers to student achievement in grades 1-5 is the large class sizes (usually 28 to 32 students per teacher). Another barrier the timely repair or non-repair of technological equipment and the network instability.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) is the decision-making committee that oversees the Single Plan for Student Achievement and the school's categorical budgets. The SSC is involved in developing, reviewing, updating and approving the SPSA.

#### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by the categorical funds to enable under-performing students to meet the standards include the use of instructional aides and tutors, additional instruction materials and expanded use of technology. Title 1 funds are used to provide supplemental instruction and interventions for our designated Title 1 students. Funding for the ELLSC program is provided by district funds.

18. Fiscal support (EPC)

Rivera Elementary receives Title 1 and LCFF-Base funding.



## **Description of Barriers and Related School Goals**

One of the barriers to student achievement in all grades (except Kindergarten) are large class sizes (usually 28 students and above per teacher). Lower grades can have up to 31 students per classroom. The amount of time spent individually with students has decreased steadily over the past few years. Another barrier is the timely repair or non-repair of technological equipment. Rivera Elementary has 540 Chromebook devices. Rivera also has an Ipad cart with thirty-five (35) devices in it. This gives Rivera Elementary approximately five hundred seventy-five (575) devices for approximately (630) students. Our goal is to be a one-to-one device school. Another issue is that teacher-use devices are in need of replacement.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	122	135	93	121	131	90	121	129	90	99.2	97	96.8
Grade 4	120	124	128	120	123	126	119	123	126	100.0	99.2	98.4
Grade 5	124	111	125	123	110	125	123	110	125	99.2	99.1	100
All Grades	366	370	346	364	364	341	363	362	341	99.5	98.4	98.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2399.2	2404.0	2410.9	10	17	21.11	22	22	17.78	37	26	30.00	31	35	31.11
Grade 4	2433.2	2442.2	2451.0	6	17	16.67	22	17	22.22	32	24	25.40	40	42	35.71
Grade 5	2463.9	2483.5	2481.2	10	5	9.60	22	41	35.20	25	24	22.40	43	30	32.80
All Grades	N/A	N/A	N/A	9	14	15.25	22	26	25.81	31	25	25.51	38	36	33.43

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	11	20.00	40	47	40.00	48	42	40.00
Grade 4	8	9	15.08	53	41	46.83	39	50	38.10
Grade 5	10	8	12.00	42	45	53.60	48	46	34.40
All Grades	10	9	15.25	45	45	47.51	45	46	37.24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	20	21.11	56	45	51.11	28	35	27.78
Grade 4	13	20	31.75	55	52	39.68	33	28	28.57
Grade 5	15	26	22.40	47	52	54.40	38	22	23.20
All Grades	14	22	25.51	53	49	48.09	33	28	26.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	11	10.00	72	69	70.00	19	20	20.00
Grade 4	10	11	11.90	61	67	56.35	29	22	31.75
Grade 5	7	7	4.80	60	70	72.00	33	23	23.20
All Grades	9	10	8.80	64	69	65.69	27	22	25.51

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	19	15.56	56	51	53.33	32	30	31.11
Grade 4	8	11	22.22	57	52	50.00	35	37	27.78
Grade 5	20	30	19.20	51	54	51.20	29	16	29.60
All Grades	13	19	19.35	55	52	51.32	32	28	29.33

**Conclusions based on this data:**

1. The majority of our students in all grades have nearly met or not met the grade level standards in overall English Language Arts achievement.
2. Across grade levels students performed better in Reading, 25.51% of our students performed Above Standard.
3. Listening is the greatest areas of need. Only 8.8% of our students performed Above Standard in Listening.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	122	135	93	122	132	92	122	131	92	100.0	97.8	98.9
Grade 4	120	125	128	119	124	128	119	124	128	99.2	99.2	100
Grade 5	124	111	125	123	110	125	123	110	125	99.2	99.1	100
All Grades	366	371	346	364	366	345	364	365	345	99.5	98.7	99.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2416.7	2424.2	2417.1	7	15	11.96	30	21	23.91	34	37	31.52	29	26	32.61
Grade 4	2436.1	2449.4	2462.3	3	5	12.50	15	23	23.44	52	45	38.28	30	27	25.78
Grade 5	2458.5	2474.3	2467.0	7	3	5.60	9	19	15.20	35	41	36.80	49	37	42.40
All Grades	N/A	N/A	N/A	5	8	9.86	18	21	20.58	40	41	35.94	36	30	33.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	19	25	14.13	42	37	52.17	39	37	33.70
Grade 4	9	15	21.88	32	43	35.16	59	43	42.97
Grade 5	11	10	7.20	27	39	36.00	63	51	56.80
All Grades	13	17	14.49	34	40	40.00	54	43	45.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	21	17.39	58	48	46.74	25	31	35.87
Grade 4	3	8	11.72	60	48	56.25	37	44	32.03
Grade 5	9	5	9.60	31	42	44.80	60	53	45.60
All Grades	10	12	12.46	49	46	49.57	41	42	37.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	15	22	20.65	62	60	51.09	23	18	28.26
Grade 4	6	7	15.63	48	52	47.66	46	41	36.72
Grade 5	5	8	7.20	39	45	42.40	56	47	50.40
All Grades	9	13	13.91	50	52	46.67	42	35	39.42

**Conclusions based on this data:**

1. 69.56% of our students in all grades have nearly met or not met the grade level standards in overall Mathematics achievement.
2. Concepts and Procedures is the greatest area of need, because we have 45.51% of students performing below standard.
3. 60.58% of our students performed At or Above Standard in Communicating Reasoning. We have worked on Communication throughout our PBL Implementation.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>			23	20	44	23	40	56	31	40		15			8
<b>1</b>	10	11	23	23	30	40	53	44	29	10	15	9	5		
<b>2</b>	6	6	4	23	31	25	51	54	25	20	6	38		3	8
<b>3</b>	4		7	38	35	39	50	45	43	4	16	4	4	3	7
<b>4</b>	25	14	15	44	33	38	22	48	38	8	5	8			
<b>5</b>	4	17	22	73	54	56	19	25	17	4	4	6			
<b>Total</b>	10	8	15	37	37	38	40	45	31	11	9	13	2	1	3

#### Conclusions based on this data:

1. Our largest percentage of English Learners fall into the Early Advanced and Intermediate levels (69%).
2. There are very few students scoring in the Early Intermediate or Beginning levels after 3rd grade.
3. Our largest group of students tested at the Early Advanced level (38%), while the second largest group were the students who scored Intermediate (31%).

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>		2		10	14		23	40		40	28		28	16	
<b>1</b>	10	11		23	30		53	44		10	15		5		
<b>2</b>	6	6		23	31		51	53		20	6			6	
<b>3</b>	4			36	34		48	44		4	16		8	6	
<b>4</b>	25	13		44	30		22	43		8	4			9	
<b>5</b>	4	16		73	52		19	24		4	4			4	
<b>Total</b>	8	7		32	30		36	42		16	14		7	8	

#### Conclusions based on this data:

1.

**LCFF State Priorities Snapshot**



## Planned Improvements in Student Performance

### School Goal #1

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 student performance 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:

<b>SUBJECT: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.
<b>SCHOOL GOAL #1:</b>
Increase English Language Arts Proficiency on the CAASPP by 5% for the 2018 test. 2016-17 CAASPP results have our proficiency at 41.06% (1.06% growth from 2015-16)
<b>Data Used to Form this Goal:</b>
Group data was analyzed for individual and group advancement by each grade level during regularly scheduled grade level meetings.
<b>Findings from the Analysis of this Data:</b>
Students at Rivera Elementary have needs in the area of Reading Comprehension, Reading Fluency and Writing.
<b>How the School will Evaluate the Progress of this Goal:</b>
The following means will be utilized to evaluate progress towards meeting the goal: CAASPP, EADMS assessments, Avenues Assessments, Accelerated Reader and Houghton Mifflin Test material.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop library schedule Purchase additional library books Provide grade level and school-wide incentives Provide Accelerated Reader Certificates & Parent Reports Promote and Utilize AR Home Connect Promote County Library Summer Reading Program and provide incentives for students who utilize this program.	8/16/2017 - 6/6/2018	Library Technician, Classroom Teachers, Principal	Library Books	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	1,954.39

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hiring of instructional aides, substitute instructional aides and/or college tutors to provide supplemental instruction and intervention.	8/16/2017 - 6/6/2018	One instructional aide and/or college tutor for each of the kindergarten classrooms.	Instructional Aides (2)	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	11,247.00
			Benefits	3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	2932.00
			College Tutors (3)	1000-1999: Certificated Personnel Salaries	LCFF - Base	25,858.00
			Benefits	3000-3999: Employee Benefits	LCFF - Base	1979.00
To provide support to classrooms as part of the RTI process. To provide sub release time for grade level planning.  Provide roving Substitute Teachers to provide classroom coverage, while teachers conduct classroom walk-throughs as part of our AVID, PBL and PBIS implementations.	8/16/2017 - 6/30/2018	College Tutor to provide support for RTI.	College Tutor	1000-1999: Certificated Personnel Salaries	LCFF - Base	8620.00
			College Tutors - Benefits	3000-3999: Employee Benefits	LCFF - Base	660.00
			Roving Subs 30 days	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,500.00
Obtain supplementary materials and technological resources for targeted students that enable them to meet the grade level standards	8/1/2017 - 6/6/2018	Classroom Teachers Literacy Coach Principal	Supplementary Materials, Paper, Printer Ink	4000-4999: Books And Supplies	LCFF - Base	5,000.00
To provide after school Language Arts Intervention for students in kindergarten through 3rd grade not meeting grade level standards. Teachers will provide instruction for 150 hours.	10/3/2017 - 5/18/2018	Classroom Teachers Principal	Extra-duty, extra-pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	5,775.00
				3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	1,139.41
Hire college tutors Obtain Board of Education Approval Schedule college tutors	8/16/2017 - 6/6/2018	College tutors Classroom Teachers Principal	College Tutors  College Tutors - Benefits			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide language arts professional development via conference attendance to assist certificated staff members to assure that all students meet the grade level standards</p> <p>Rivera Elementary representative to attend English Language Arts Curriculum Council Meetings as called by District (funds provided by centralized Title 1 funds)</p> <p>Attend professional development based on LEA Plan and Educational Services Strategic Plan (funds provided by centralized Title 1, 11 and 111 funds)</p>	8/16/2017 - 6/6/2018	Principal, Leadership Team	Conference Fees	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2000.00
<p>Inventory availability of classroom technology</p> <p>Establish by grade level a standard for technology equipment</p> <p>Order necessary equipment to assure the technology standard is met by each grade level.</p>	8/16/2017 - 6/6/2018	Leadership Team Principal	Replacement of Classroom Printer Ink, Projectors and bulbs, Screens, and teacher use devices.	4000-4999: Books And Supplies	LCFF - Base	3,000.00
<p>Support the strategies and techniques of Character Counts. Utilize the Character Counts instructional materials to create a positive school environment. Integrate these strategies throughout all curricular areas. Support the Character of the Month. Implementation of Olweus Bullying Program and PBIS.</p>	8/16/2017 - 6/6/2018	All staff members - noon supervisors, classified staff, certificated staff and principal.	Materials to support and promote academic achievement through character education	4000-4999: Books And Supplies	LCFF - Base	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Select Faculty Advisor and Assistant Advisor for Student Council Schedule and coordinate student elections Schedule meeting dates and times Schedule spirit days and student council activities for school year	8/16/2017 - 6/6/2018	Student Council Advisors Principal	Extra Pay, Extra Duty Stipend for Advisors of Student Council	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,732.50
				3000-3999: Employee Benefits	LCFF - Base	281.61
Teachers will participate in Professional Learning Communities for collaboration including lesson planning, instruction delivery, lesson observation and data analysis. Substitute teachers will need to be hired. Three (3) full day subs for the purpose of PE Instruction, for 1 day per week will be needed. The cost of the substitute teachers will be divided amongst three schools and the school district.	8/28/2017 - 6/6/2018	Principal Teacher Substitute Teachers DLC ELACC representatives	Cost of three (3) full day subs for the purpose of PE Instruction, for 1 day per week.	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	14,250.00
			PE Equipment	4000-4999: Books And Supplies	LCFF - Base	1600.00

## Planned Improvements in Student Performance

### School Goal #2

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 student performance 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:

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.
<b>SCHOOL GOAL #2:</b>
Increase Mathematics Proficiency on the CAASPP by 5% for the 2018 test. 2016-17 CAASPP results have our proficiency at 30.44% (4.44% growth from 2015-16)
<b>Data Used to Form this Goal:</b>
Group data was analyzed for individual and group advancement by grade levels at their regularly scheduled grade level meetings.
<b>Findings from the Analysis of this Data:</b>
Students at Rivera Elementary have needs in the area of Algebra and Number Sense.
<b>How the School will Evaluate the Progress of this Goal:</b>
The following means will be utilized to evaluate progress towards meeting the goal: CAASPP, EADMS assessments, Unit assessments in math text, and TenMarks Reports (used in 3rd, 4th and 5th grades).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Seek teachers willing to participate in after school tutoring. Teachers will provide instruction for 150 hours.	10/3/2017 - 5/18/2018	Classroom teachers Principal	Extra-duty, extra-pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	5,775.00
			Benefits	3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	1,139.41
Utilize the TenMarks program in grades 3-5. And provide training/in-services (for third, fourth and fifth grade teachers) to assist all students to meet grade level standards and to use TenMarks math program.	8/17/2018 - 6/30/2019	Teachers Principal	TenMarks Student License	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	4,650.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Rivera Elementary representative to attend Math Curriculum Council meetings (funds provided by centralized Title 1)						
Utilize the Scoot Pad program in grades K-5 and provide training/in-services for teachers to assist all students to meet grade level standards and to use the Scoot Pad program. Rivera Elementary representative to attend Math Curriculum Council meetings (funds provided by centralized Title 1)	8/17/2018 - 6/6/2019	Certificated Staff	Scoot Pad License	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	3,743.26

## Planned Improvements in Student Performance

### School Goal #3

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 student performance 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:

<b>SUBJECT: English Language Development</b>
<b>LEA/LCAP GOAL:</b>
All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.
<b>SCHOOL GOAL #3:</b>
To increase individual student growth by one proficiency level in the identified English Development Program as measured by the CELDT by June 2018.
<b>Data Used to Form this Goal:</b>
Group data such as CELDT scores, Avenues benchmarks, District Benchmarks and CAASPP scores are used to measure the academic gains of English Language Learners for all grade levels.
<b>Findings from the Analysis of this Data:</b>
Our largest percentage of English Learners fall into the Early Advanced and Intermediate levels.
<b>How the School will Evaluate the Progress of this Goal:</b>
The progress of this goal will be evaluated by analyzing the results of the ELD assessments and CELDT results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Solicit the services of selected classroom teachers to participate in after school tutoring to provide extra support for our English Learners.	9/1/2017 - 6/6/2018	Selected Classroom Teachers Principal	ELLSC - English Language Learner Support Class	1000-1999: Certificated Personnel Salaries	District Funded	
Use supplementary materials to enhance and scaffold the learning of ELD students.	8/16/2017 - 6/6/2018	Classroom Teachers Principal	Supplementary Materials, Paper	4000-4999: Books And Supplies	LCFF - Base	3,531.33
To provide students with additional services throughout the school day through the office. To provide teachers and parents of English Learners and Title I students data and information about students'	8/10/2017 - 6/9/2018	Clerk Principal	Clerk - Benefits	2000-2999: Classified Personnel Salaries	LCFF - Base	4,086.00
			Clerk	3000-3999: Employee Benefits	LCFF - Base	15,677.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
academic progress and resources to support instruction in the classroom.						



## Planned Improvements in Student Performance

### School Goal #4

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 student performance 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:

<b>SUBJECT: Integration of Technology</b>
<b>LEA/LCAP GOAL:</b>
ERUSD will invest resources to ensure a safe and productive 21st century learning environment for all students.
<b>SCHOOL GOAL #4:</b>
Rivera Elementary will increase its number of student use devices by 10% by June 2018.
<b>Data Used to Form this Goal:</b>
An Inventory of Chromebooks and iPads was done. Rivera Elementary currently has 14 Chromebook Carts (540 devices) and 1 iPad cart (35 devices) for a total of 575 devices.
<b>Findings from the Analysis of this Data:</b>
In order to increase access to technology for all students, there is a need for more student use devices at Rivera Elementary.
<b>How the School will Evaluate the Progress of this Goal:</b>
Students time spent using technology will be monitored by a teacher survey. An inventory of devices will be done at the end of the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase two sets of Chromebooks with Google service and/or iPads to increase student achievement through use of Chromebooks, Google Apps for Educations, Scoot Pad, TenMarks and other online learning sites.	8/16/2017 - 6/6/2018	All classroom teachers Principal	Purchase of Chromebooks and/or iPads	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	10,000.00
Utilize our school's Digital Curriculum Coach to provide staff professional development and conduct in-class demonstrations.	8/16/2017 - 6/6/2018	Digital Curriculum Coach				

## Planned Improvements in Student Performance

### School Goal #5

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 student performance 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:

<b>SUBJECT: Parental Involvement</b>
<b>LEA/LCAP GOAL:</b>
ERUSD will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.
<b>SCHOOL GOAL #5:</b>
Increase parent attendance at all school functions by 5%. Increase the number of Parent Workshops annually from 2 to 4.
<b>Data Used to Form this Goal:</b>
Attendance logs at the various parent meetings and responses from a teacher survey.
<b>Findings from the Analysis of this Data:</b>
Parent involvement opportunities need to be increased. Communication of parent involvement opportunities need to be improved.
<b>How the School will Evaluate the Progress of this Goal:</b>
Parent Surveys, Sign-in Sheets and Teacher feedback.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To provide opportunities for parental involvement through Parent Workshops, Family Projects, Family Math/Science Nights.  Plan family events like Family Nights at local restaurants, and Lunch With Someone Special.	8/16/2017 - 6/6/2018	Classroom teachers Principal	Miscellaneous Supplies	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	988.00
Select Faculty Advisors for school safety plan and student safety plan. Create and coordinate teacher supervision schedule. Organize and inventory school	4/1/2018 - 6/6/2018	Classroom Teachers Office Staff Principal	Extra-duty, extra-pay	1000-1999: Certificated Personnel Salaries	LCFF - Base	192.50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
emergency bin. Create and revise school safety plan.			Benefits	3000-3999: Employee Benefits	LCFF - Base	37.98
Increase parent engagement and parent communication through the use of the school web page as vehicle for communication. Use of student agendas in grades 3, 4 and 5 School Monthly Calendar. School-wide use of AR Home Connect. Use of Teleparent/Blackboard Connect phone communication system Use of Rivera Elementary Facebook page, Instagram and Twitter account as a vehicle for communication	8/16/2017 - 6/6/2018	Classroom Teachers Office Staff Principal	Student Agendas	4000-4999: Books And Supplies	LCFF - Base	1,867.40
			Home/School Communication Folders	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
To provide parents and teachers support and information regarding English Learners and students who are not reaching grade level proficiency. Help support and organize after-school tutoring to provide students the opportunity to increase achievement. Help input and organize data for English Learners and Title I so that data can be readily available for parents, teachers, and administration.	8/16/2017 - 6/6/2018	Clerk Typist Principal				
To increase the number of parent volunteers in the classroom	8/16/2017 - 6/6/2018	Parents Classroom Teachers Principal				
Start the School Smarts program. Program is provided at a cost that is paid for by ERUSD. This is a series of	8/16/2017- 6/6/2018	Principal, DLC, Parent Leader, PTA liaison, and parent		5000-5999: Services And Other Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
parent workshops that is developed by the PTA.		participants.				

## Planned Improvements in Student Performance

### School Goal #6

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 student performance 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:

<b>SUBJECT: Differentiated Learning</b>
<b>LEA/LCAP GOAL:</b>
ERUSD will provide differentiated learning options for students above and beyond the core program.
<b>SCHOOL GOAL #6:</b>
Provide intensive summer instruction for students who are performing below grade-level standards and expectations. Students in this program will show a 10% growth in the area of Reading Comprehension and Reading Fluency.
<b>Data Used to Form this Goal:</b>
This goal is formed from data from CAASPP, Benchmark exams, Reading Fluency assessment results and Reading Comprehension assessments.
<b>Findings from the Analysis of this Data:</b>
Rivera Elementary needs an effective after-school intervention program, that closes the achievement gap.
<b>How the School will Evaluate the Progress of this Goal:</b>
The following means will be utilized to evaluate progress towards meeting the goal: CAASPP, EADMS assessments, Accelerated Reader/STAR and Houghton Mifflin Test material.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Start Summer School Reading Intervention Program. Principal will select three (3) teachers to provide intensive interventions in the areas of reading intervention and reading fluency for grades K-2. Three teachers will lead small groups (no more than 5 students per group) for four (4) hours per day for the first two (2) weeks of summer.	5/1/2018 - 6/22/2018	Principal, 3 - Certificated Teachers	Extra-duty, extra-pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	3,620.00
			Benefits	3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	911.53
Utilize College Tutors for one hour of daily intervention per grade level. Use of College Tutors creates a low	8/16/2017 - 6/6/2018					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
student to adult ratio as an intervention. Students will focus on Reading Comprehension and Reading Fluency.						
Offset the cost of After-School Enrichment Programs enrollment cost. The school will pay for \$15 per student enrolled in each six week class. 3 classes will be offered this school year. Comic Creators (creative writing), Chess Masters, and Spotlight Kids Theater.	8/16/2017 - 6/6/2018	Principal, ASEP	After-School Enrichment Programs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,250.00
Promote the use of the Los Angeles County Library's Summer Reading Program	3/1/2017-6/6/2018	Classroom teachers, School Principal, LA County Library representative.				
To ensure balanced classrooms, a team of Kindergarten teachers will assess all incoming Kindergarten students. These assessments will be primarily used for classroom placements and RTI grouping. Students will be assessed in basic literacy skills, counting, shape recognition and other skills. Expenditure: \$38.50/hr/ x 10 hours=\$385.00 Benefits 19.730% = 75.96 Total is \$460.96 per teacher.	8/1/17-8/15/17	Kindergarten Teachers, School Principal, Office Staff	Extra-duty, Extra-pay  Benefits	3000-3999: Employee Benefits 3000-3999: Employee Benefits	LCFF - Base LCFF - Base	1,540.00 303.84
To continue Rivera Elementary's implementation of AVID strategies in all fifth grade classrooms for the 2017-2018 school year, our AVID teachers will need extra planning time. All fifth grade teachers will be given ten (10) hours of planning time in early August to ensure AVID	8/1/17-8/15/17	5th Grade Teachers	Extra-duty, Extra-pay  Benefits	3000-3999: Employee Benefits 3000-3999: Employee Benefits	LCFF - Base LCFF - Base	1,540.00 303.84

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>implementation is successful. Teachers will use this time to enhance lesson plans using WICOR strategies. Teachers will also set goals, draft action plan steps, and organize resources.</p> <p>Expenditure: \$38.50/hr./ x 10 hours = \$385.00</p> <p>Benefits 19.730% = 75.96</p> <p>Total: \$460.96 (for each teacher)</p>						



## El Rancho Unified School District

### Title I Program Improvement (PI) Required Components Checklist

The following components required in Title I, Part A, Section 1116, for PI are addressed in the Rivera Elementary School School Single Plan for Student Achievement as indicated below.

Required PI Plan Components		SPSA Reference Page(s)
	1. <b>Scientifically-based research:</b> Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement	
	2. <b>Successful Policies &amp; Practices:</b> Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.	
	3. <b>Professional Development (PD):</b>	
	Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that -	
	Directly addresses the academic achievement problem that caused the school to be identified for school improvement	
	Meets the requirement for professional development activities under section 1119	
	Is provided in a manner that affords increased opportunity for participating in that professional development	
	4. <b>10% Title I Reservation:</b> Specify how the funds described above in (3) will be used to remove the school from school improvement status.	
	5. <b>Specific Annual, Measurable Objectives:</b> Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.	
	6. <b>Parent Notification:</b> Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that parents can understand.	
	7. <b>Shared Responsibility for Improvement:</b> Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.	
	8. <b>Parent Involvement:</b> Include strategies to promote effective parental involvement in the school.	



	9. <b>Extended Learning:</b> Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.	
	10. <b>Incorporation of a teacher mentoring program:</b> Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	



## El Rancho Unified School District

### Title I School Wide Plan Required Components Checklist

The following components required in NCLB Title I, Part A, Section 1114 for SWP are addressed in the Rivera Elementary School School Single Plan for Student Achievement as indicated below.

Required SWP Plan Components		SPSA Reference Page(s)
X	1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	4-8
X	2. Schoolwide reform strategies that: <ul style="list-style-type: none"> <li>▪ provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement</li> <li>▪ use effective methods and instructional strategies that are based on scientifically based research that –               <ol style="list-style-type: none"> <li>1. strengthen the core academic program;</li> <li>2. increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day;</li> <li>3. include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students)</li> </ol> </li> <li>▪ include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children</li> </ul>	17-31
X	3. Instruction by highly qualified teachers	3
X	4. High-quality ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents	17-31
X	5. Strategies to attract high quality, highly qualified teachers to high-need schools	3
X	6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services	26 - 28
X	7. Plans for assisting preschool children in transition from early childhood programs to local elementary programs	3
X	8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program	5
X	9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	29-31
X	10. Coordination and integration of federal, state, and local services and programs	3

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Basic Grants Low-Income	67,137.00	0.00
Title I Part A: Parent Involvement	1,488.00	0.00
LCFF - Base	87,561.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	87,561.00
Title I Part A: Basic Grants Low-Income and Neglected	67,137.00
Title I Part A: Parent Involvement	1,488.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	70,323.00
2000-2999: Classified Personnel Salaries	15,333.00
3000-3999: Employee Benefits	28,445.62
4000-4999: Books And Supplies	19,441.12
5000-5999: Services And Other Operating Expenditures	22,643.26

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	40,903.00
2000-2999: Classified Personnel Salaries	LCFF - Base	4,086.00
3000-3999: Employee Benefits	LCFF - Base	22,323.27
4000-4999: Books And Supplies	LCFF - Base	15,998.73
5000-5999: Services And Other Operating	LCFF - Base	4,250.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and	29,420.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and	11,247.00
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and	6,122.35
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	1,954.39
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	18,393.26
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,488.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	93,528.91
<b>Goal 2</b>	15,307.67
<b>Goal 3</b>	23,294.33
<b>Goal 4</b>	10,000.00
<b>Goal 5</b>	3,585.88
<b>Goal 6</b>	10,469.21

## 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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Alejandro Abarca				X	
Kimberly Cortes				X	
Clindy Hazuda			X		
Yvette Martin				X	
Diana Mata		X			
Jorge Mata				X	
Margarita Lopez		X			
Valerie Lopez		X			
Gabriela Quiroa				X	
David Sermeno	X				
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
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 10/3/2017.

Attested:

David Sermeno

\_\_\_\_\_  
Typed Name of School Principal

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

\_\_\_\_\_  
Date

Gabriela Quiroa

\_\_\_\_\_  
Typed Name of SSC Chairperson

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

\_\_\_\_\_  
Date



**\*LOOK at wording like our behavior expectations  
RIVERA ELEMENTARY SCHOOL  
P A R E N T   C O M P A C T**

**Directions:** We ask you to read and sign this important agreement.

**As a TEACHER, I will:**

- Provide a safe and caring learning environment.
- Follow the district/school's standards-based instructional program.
- Follow the district's curriculum programs.
- Provide daily homework that reinforces what we are learning.
- Take into account individual strengths in your child.
- Help your child follow the school and classroom rules.
- Provide you with current academic progress.
- Provide you with additional resources so you can help your child at home.
- Schedule additional parent conferences, if needed.

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

**As a PARENT/GUARDIAN, I will:**

- Be responsible for getting my child to school everyday and on time.
- Ensure that my child comes to school prepared and ready to learn.
- Provide a quiet homework place with no distractions.
- Supervise, assist, and review the completion of homework.
- Read with my child each evening.
- Attend at least one school activity, or meeting per trimester.
- Attend at least one parent conference to discuss my child's progress.
- Will voluntarily participate in home visits.

Parent/guardian's signature \_\_\_\_\_

Date \_\_\_\_\_

**As a STUDENT, I will:**

- Come to school everyday, and on time.
- Follow school, bus, and classroom rules.
- Respect all school adults and community members.
- Work and play cooperatively with my classmates.
- Complete all class work and projects on time.
- Complete all homework assignments on time.

Student signature \_\_\_\_\_

Date \_\_\_\_\_

**FOCUS – COLLABORATION - REFLECTION**

**Escuela Primaria Rivera**

## **COMPACTO PARA LOS PADRES**

**Direcciones:** Les pedimos que lean y firmen el acuerdo importante.

### **Como MAESTRO, yo voy a:**

- Proveer un ambiente seguro y feliz.
- Seguir el programa de expectativas del distrito y escuela.
- Seguir el program curricular y instruccion del distrito y escuela.
- Proveer tarea regularmente que enfoque en lo que esta aprendiendo su hijo/a.
- Tomar en cuenta los esfuerzos de su hijo/a.
- Asistir a su hijo/a seguir las reglas de la escuela y el salon.
- Proveer recursos or materias adicional para que usted pueda ayudar su hijo/a en casa.
- Arreglar conferencias adicionales para los padres si es necesario.

Firma del maestro \_\_\_\_\_

Fecha \_\_\_\_\_

### **Como PADRE, yo voy a:**

- Ser responsable de que mi hijo/a vaya a la escuela todos los dias y que sea puntual.
- Asegurame de que mi hijo/a vaya a la escuela bien preparado y listo para aprender.
- Proporcionar un lugar tranquilo para que mi hijo/a haga sus tareas sin interferencia de la radio o el televisor.
- Lea un cuento corto, or un articulo del periodico cada noche.
- Supervisar, asistir, y revisar que mi hijo/a completa su tarea.
- Asistir a por lo menos una actividad or una junta escolar cada trimestre.
- Asistir a por lo menos una conferencia para los padres para discutir el progreso de mi hijo/a.
- Estoy de acuerdo a participar en el programa voluntario entre padres de familiar de visitas al hogar.

Firma del padre o guardian \_\_\_\_\_

Fecha \_\_\_\_\_

### **Como un ESTUDIANTE, yo voy a:**

- Venir a la escuela puntualmente y todos los dias.
- Respetar los reglamientos de la escuela, del salon, y el autobus.
- Respetar a todos los miembros de la comunidad escolar.
- Trabajar y jugar con mis companeros de clase en forma cooperativa.
- Completar el trabajo y proyectos asignados del salon a tiempo.
- Completar las tareas para la casa a tiempo.

Firma del estudiante \_\_\_\_\_

Fecha \_\_\_\_\_

**ENFOCAR – COLABORAR – REFLECION**



# Rivera Elementary School

## Parent Involvement Policy

Adopted: 2/3/2014

### GENERAL EXPECTATIONS

**Rivera Elementary School** agrees to implement the following statutory requirements:

- Rivera Elementary School will jointly develop with parents and distribute to parents of participating children, a Parental Involvement Policy that the school and parents of participating children agree on.
- Rivera Elementary School will notify parents about the Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- Rivera Elementary School will make the Parental Involvement Policy available to the local community.
- Rivera Elementary School will periodically update the Parental Involvement Policy to meet the changing needs of parents and the school.
- Rivera Elementary School will adopt the school-parent compact as a component of its Parental Involvement Policy.
- Rivera Elementary School agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- (A) parents play an integral role in assisting their child's learning;*
- (B) parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

# Rivera Elementary School

## Parent Involvement Policy

### Rivera Elementary School will implement required school parental involvement policy components as follows:

1. Rivera Elementary School will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

Gather and disseminate to parents for review the following materials: District wide Parental Involvement Policy, the School's Parental Involvement Policy and, the school-parent compact. These materials will be disseminated to parents at regular Title I parent meetings, School Site Council meetings, and parent/teacher conferences. Written and oral input from parents will be solicited through Title I parent meetings, School Site Council meetings, parent/teacher conferences, school newsletters, school web site, and other regular written communications with *parents*.
2. Rivera Elementary School will take the following actions to distribute to parents of participating children and the local community the Parental Involvement Policy:
  - The School Parental Involvement Policy will be distributed to parents at Title I parent meetings.
  - The policy will be posted on the school web site.
  - Parents of new participating students will receive the policy upon registration if eligible for Title I.
3. Rivera Elementary School will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through:
  - Monthly School Site Council & English Learner Advisory Council meetings
  - An Annual Title I meeting
  - PTO meetings
4. Rivera Elementary School will convene an annual meeting to inform parents of the following:
  - That Rivera Elementary School participates in Title I,
  - The requirements of Title I

# Rivera Elementary School

## Parent Involvement Policy

- Of their rights to be involved as outlined in Table B of Title I, Part A Parental Involvement Non-Regulatory Guidance (page 45), Section 1118; the school-parent compact, Appendix C, page 51 of the Title I, Part A Parental Involvement Non-Regulatory Guidance, the district wide parental involvement policy, and the school's parental involvement policy and
  - Meetings will be held at convenient times to encourage parents to attend. Parents will be notified about meetings through school memos, newsletters, the web page, and the automated phone system.
5. Rivera Elementary School will hold a flexible number of meetings at varying times, and may provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

To encourage parents to attend these meetings, the school will offer training to parents to improve student success and achievement. In situations that prevent parents from coming to the school for meetings, school personnel may make home visits or arrange to meet the parents at a mutually convenient time off campus.

Rivera Elementary School will provide information about Title I programs to parents of participating children in a timely manner through the automated phone system (Teleparent), memos, newsletters, email, AR Homeconnect (emails) and the Rivera Elementary web page.

Rivera Elementary School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through:

- The annual Title I parent meeting
  - Regular parent/teacher conferences
  - Family Nights throughout the year
  - Parent Workshops
- (a) If requested by parents, Rivera Elementary School will provide parents of participating children opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- Through meetings with the student's teacher which may include, the principal, and other staff as appropriate

# Rivera Elementary School

## Parent Involvement Policy

(b) Rivera Elementary School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- Parents may submit comments in writing regarding the school wide plan to their child's teacher, the principal, or the appropriate department within El Rancho Unified School District.

### RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Rivera Elementary School will build the schools' and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following activities described below:

- School Site Council meetings
- English Learner Advisory Councils meetings
- PTO Meetings
- Family Nights
- Parent Workshops

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- The school-parent compact will be a part of the School Parental Involvement Policy on the school's web page.
- During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student.
- As needed, the school-parent compact will be included in school newsletters along with the School Parental Involvement Policy.

3. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:

- The State's academic content standards
- The State's student academic achievement standards

# Rivera Elementary School

## Parent Involvement Policy

- The State and local academic assessments including alternate assessments
- The requirements of Title I
- How to monitor their child's progress
- How to work with educators

Parents will receive training and necessary information on the topics above through:

PTO meetings, School-Parent Compact, the Common Core State Standards, the school's website, school sponsored trainings and workshops.

4. As appropriate, the school will, with the assistance of the district, provide materials and training such as literacy training and using technology to help parents work with their children to improve their children's academic achievement and to foster parental involvement, by:

Holding parent workshops, Family Nights, and encouraging parental participation in classrooms as volunteers.

5. The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Encouraging staff to attend parental involvement workshops and conferences, and site staff development.

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.

Adopted: