The Single Plan for Student Achievement

SCHOOL: Rancho de la Nacion

County-District School (CDS) Code 37-68221-6108559

Principal: Natalie Martinez

Date of this revision: November 22, 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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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National School District

The District Governing Board approved this revision of the SPSA on January 22, 2014

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Overview of the Single Plan for Student Achievement

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the Single Plan for Student Achievement (SPSA). Its stated purpose is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index." The Academic Performance Index (API) is a rating of schools based on their performance on state academic assessments. The requirements for monitoring these categorical programs are part of the same legislation. The SPSA planning process and local compliance monitoring are directly related.

This legislation established the following eight requirements for school plans:

1. School districts must assure "that school site councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include…"
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees…"
3. Any plans required by programs funded through the Consolidated Application and NCLB Program Improvement must be consolidated into a single plan.
4. The content of the plan must be aligned with school goals for improving student achievement
5. School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index…and the English Language Development test…and may include any data voluntarily developed by districts to measure student achievement.."
6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index."
7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council…"
8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.

Analysis of Current Educational Practice

1) Instructional Practices

2) Instructional Time

3) Credentialed Teachers and Teacher Professional Development Opportunity

4) Student Achievement and Monitoring System

5) Ongoing Instructional Assistance and Support for Teachers

6) Collaboration

7) Other you would like to add

Analysis of Current Educational Practice

1) Instructional Practices

ELD-All students are deployed based on their English language needs as evidenced by the state CELDT data at least four days per week. An emphasis is placed on the listening and speaking portion of the CELDT data to group students SRA, High Point and other grammar materials. First through third grade students are deployed for ELD based on the SRA (Language for Learning, Language for Thinking, Language for Writing and Language for Reasoning and Writing) placement tools. Students are deployed to individual teachers based on the outcomes of these placement assessments. Students chain daily from 12:30 – 1:10 pm in grades 1-3. In grades 4-6 deployment happens daily from 8:50-9:30 am. In grades 4-6 English learners have been grouped based on their "speaking" proficiency level on their most recent CELDT assessments. Teachers utilize the ELD matrix of grammatical forms as a scope and

sequence. This matrix also includes language targets for beginning, early intermediate, intermediate, early advanced and advanced CELDT levels. At least once a week all teachers utilize the Curriculum Associates – California English Language Development Practice and Mastery materials purchased for use by the district. In addition, teachers focus on incorporating structured language practice strategies as tools to ensure students are doing the ***majority*** of the "speaking" during the ELD block. In addition, all EL students in grades K-2 and targeted students in grades 3-6 utilize the Imagine Learning software on a daily basis to increase their language and literacy skills.

Language Arts- All teachers utilize the district-adopted Houghton Mifflin language arts materials as core during our language arts block. Guided reading materials are utilized to support students at the varying reading abilities in small group. In addition to the Houghton Mifflin core materials and the opportunities for differentiated instruction in small group students have access to an electronic reading practice instructional tool through ***Renaissance Place***. Through ***Renaissance Place*** students have the ability to access the Accelerated Reader feature to take quizzes on reading material based on their zone of proximal development. Teachers at Rancho de la Nacion School utilize this program very effectively in order to motivate them to read at their level on a daily basis. In addition to the software used by students to increase their reading abilities through the use of Accelerated Reader, students also utilize the SuccessMaker software program to support their literacy skills. SuccessMaker is accessed daily for 20-minute sessions based on their instructional level. One of the SuccessMaker features is IPM (initial placement mode) which, based on student responses at the beginning of their year, places students at their ability levels and monitors their progress throughout the school year. SuccessMaker is an independent learning system which supports students on all areas of literacy in grades K-6. A balanced literacy approach is incorporated during the language arts block of time on a daily basis. Research-proven supplemental materials are utilized based on student need. SIPPS is utilized for students in need of additional phonics instruction, FastTrack is utilized for students who are not reading at their instructional level.

Mathematics- All students in grades K-6 receive mathematics instruction from our district adopted Scott Foresman ***EnVision*** mathematics core math program. Just as in other areas of the curriculum, teachers differentiate their instruction based on the formative assessment they gather while checking for understanding throughout the lesson. Throughout the lesson all components of the mathematics lesson are incorporated: *warm up, concept development, guided practice, independent practice, problem solving, close and assess and UA differentiation*. During the close and assess time teachers incorporate the "*gradual release of responsibility*" strategy to ensure concept attainment for all students. Through the use of formative as well as summative assessments, teachers also incorporate targeted teaching opportunities based on student need. SuccessMaker is also accessed by students daily for 20-minute sessions.

Writing- All students in grades K-6 are instructed daily in writing through the district-adopted writing program ***Learning Headquarters***. During the writing block teachers incorporate all five components of the ***Learning Headquarter's*** strategies: a writing warm-up, demonstration writing, setting the stage, guided & independent writing and a celebration. Each grade level addresses standards-based writing applications instruction. Learning Headquarter's is now putting emphasis on Common Core writing: expository, narrative and opinion/argumentative.

Physical Education- All students at Rancho de la Nacion School participate in daily physical activity. We are currently moving to incorporating more moderate to vigorous physical activity (MVPA.)

2) Instructional Time

English Language Arts:	60 minutes daily (Houghton Mifflin)
Writing:	60 minutes daily (Learning Headquarters)
Mathematics:	75 minutes daily (Scott Foresman/EnVision)
Physical Education:	200 minutes every 10 days
Social Studies and Science:	Social Studies and science is taught discreetly and also incorporated during language arts (Harcourt Brace)

3) Credentialed Teachers and Teacher Professional Development Opportunity

All teachers at Rancho de la Nacion School are highly-qualified teachers based on the No Child Left Behind requirements. All new teachers participate in a district-developed boot camp where teachers review our curriculum, technology and other instructional components. This upcoming school year all teachers will receive staff development and training from Learning Headquarters on how to teach writing based on the Common Core State Standards. In addition, three of our staff members will participate in our district created common core committees in the area of writing, mathematics and language arts.

4) Student Achievement and Monitoring System

Rancho de la Nacion School has an outstanding track record for being a data-driven school that bases their instruction based on student needs. In addition to our required formative and summative assessments we rely heavily on the reports yielded by our instructional software systems in place.

SuccessMaker- In grades 3-6 we implemented the new Pearson SuccessMaker Program. In grades K-2 we continue to use the traditional software system (Enterprise.) Both offer an array of monitoring reports to ensure students are on track to meet the 40-hour usage mark as well as for ensuring students are on track in terms of growth and achievement in both mathematics and reading. These reports have the capability of giving us mean time usage as well as gains on a daily basis if necessary.

Imagine Learning- Our Imagine Learning software system reports allow us to monitor student usage, literacy and vocabulary gains. Students in grades K-2 use Imagine Learning, as well as targeted students in grades 3-6.

Renaissance Place- Renaissance Place allows us to monitor students' reading abilities, reading times as well as their mathematics levels and abilities. It also provides reports which teachers can provide to parents in order to communicate achievement levels effectively.

DIBELS/IDEL- This program allows us to progress monitor all students, but most especially our most vulnerable students through our RtI process. DIBELS/IDEL provides the ability to monitor and diagnose at a granular level. Once students are diagnosed and assessed the BURST component within DIBELS/IDEL develops lessons which are tailored for students' needs in the area of fluency, comprehension or phonemic awareness.

OARS- This past school year a new student data system was selected for teacher use. The Online Assessment Reporting System (OARS) allows teachers to create and analyze student assessments. This system is utilized to monitor student achievement at frequent intervals thus adjusting teaching strategies for maximum results.

5) Ongoing Instructional Assistance and Support for Teachers

As a goal for continuous improvement for lesson delivery, Rancho de la Nacion would like to move towards opportunities for teacher observations and modeling among peers. Teacher leaders have been identified to serve on district level Common Core State Standards committees to support peers as we move towards CCSS' implementation. All new teachers participate in the BTSA program in order to fulfill their induction requirements as well as to receive the support necessary for their first year of teaching.

6) Collaboration

One day per week, students are released early. Ten of those days are protected for teacher collaboration opportunities. In addition, at Rancho de la Nacion, all grade levels are released at least one day per month for the purpose of monitoring student progress through

the use of data. Instructional data teams meet to set and monitor student achievement goals in the area of reading, writing and mathematics.

7) Technology Support

All teachers receive on-going support and staff development so they may incorporate the smart boards across all curricular areas. Teachers have developed many flipcharts to support all areas across the curriculum.

Student Performance Data

ELA

CST Test Results 2010-2013 English-Language Arts				
Target	**56.8%**	**67.6%**	**78.4%**	**89.2%**
Percent At or Above Proficient	**2010**	**2011**	**2012**	**2013**
Schoolwide	**53.8%**	**45.2%**	**50.3%**	**46.8%**
Socioeconomically Disadvantaged	**53.8%**	**45.2%**	**50.3%**	**46.8%**
Hispanic/Latino	**50.8%**	**42.4%**	**45.8%**	**43.7%**
English Learners	**50.0%**	**34.0%**	**45.5%**	**41.9%**
Students with Disabilities	**47.6%**	**40.0%**	**28.6%**	**25.7%**

Met AYP Goal – Safe Harbor

STAR Summary Report
Rancho De La Nacion School
All Students

CST ELA	Second			Third			Fourth			Fifth			Sixth		
	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-
Advanced	1 %	1 %	0 %	6 %	6 %	0 %	31 %	31 %	0 %	27 %	27 %	0 %	21 %	21 %	0 %
Proficient	24 %	24 %		22 %	22 %		30 %	30 %		30 %	30 %		44 %	44 %	
Basic	35 %	35 %		35 %	35 %		31 %	31 %		20 %	20 %		21 %	21 %	
Below Basic	25 %	25 %		24 %	24 %		7 %	7 %		20 %	20 %		10 %	10 %	
Far Below	15 %	15 %		13 %	13 %		1 %	1 %		3 %	3 %		5 %	5 %	

STAR Summary Report
Rancho De La Nacion School
English Learners

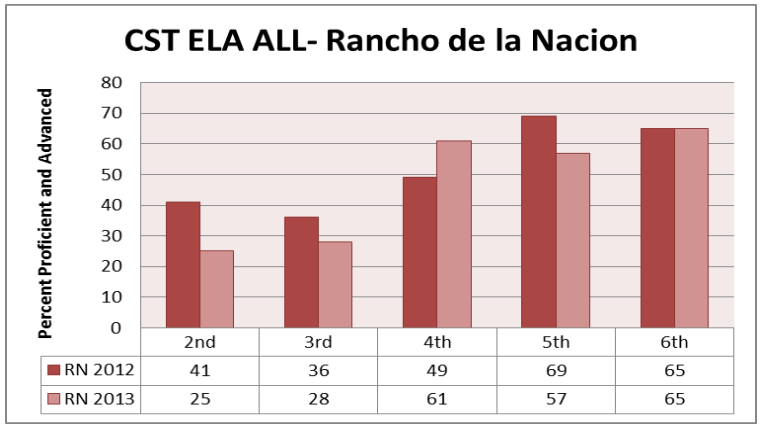
CST ELA	Second			Third			Fourth			Fifth			Sixth		
	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-
Advanced	2 %	2 %	0 %	2 %	2 %	0 %	18 %	18 %	0 %	10 %	10 %	0 %	0 %	0 %	0 %
Proficient	18 %	18 %		14 %	14 %		36 %	36 %		26 %	26 %		44 %	44 %	
Basic	33 %	33 %		39 %	39 %		34 %	34 %		33 %	33 %		24 %	24 %	
Below Basic	29 %	29 %		29 %	29 %		11 %	11 %		31 %	31 %		20 %	20 %	
Far Below	18 %	18 %		16 %	16 %		0 %	0 %		0 %	0 %		12 %	12 %	

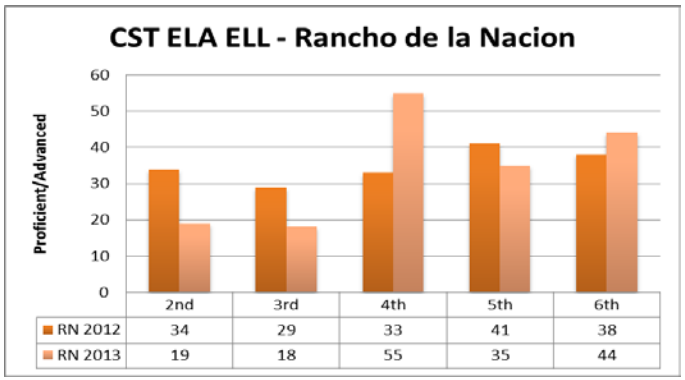
STAR Summary Report
Rancho De La Nacion School
Hispanic Or Latino Students

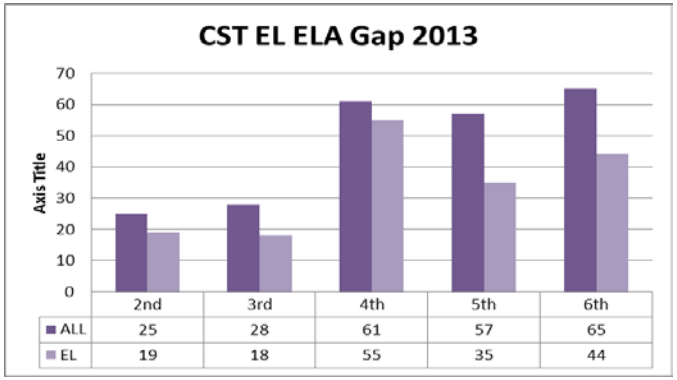
CST ELA	Second			Third			Fourth			Fifth			Sixth		
	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-
Advanced	2 %	2 %	0 %	6 %	6 %	0 %	28 %	28 %	0 %	20 %	20 %	0 %	17 %	17 %	0 %
Proficient	18 %	18 %		19 %	19 %		33 %	33 %		31 %	31 %		46 %	46 %	
Basic	33 %	33 %		33 %	33 %		31 %	31 %		24 %	24 %		22 %	22 %	
Below Basic	28 %	28 %		25 %	25 %		7 %	7 %		22 %	22 %		9 %	9 %	
Far Below	18 %	18 %		16 %	16 %		2 %	2 %		4 %	4 %		7 %	7 %	

STAR Summary Report
Rancho De La Nacion School
Students with Disabilities

CST ELA	Second			Third			Fourth			Fifth			Sixth		
	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-
Advanced	0 %	0 %	0 %	0 %	0 %	0 %	100 %	100 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
Proficient	0 %	0 %		0 %	0 %		0 %	0 %		0 %	0 %		0 %	0 %	
Basic	0 %	0 %		0 %	0 %		0 %	0 %		0 %	0 %		50 %	50 %	
Below Basic	100 %	100 %		50 %	50 %		0 %	0 %		0 %	0 %		50 %	50 %	
Far Below	0 %	0 %		50 %	50 %		0 %	0 %		0 %	0 %		0 %	0 %	


CST ELA ALL- Rancho de la Nacion
Percent Proficient and Advanced
80
70
60
50
40
30
20
10
0
2nd 3rd 4th 5th 6th
RN 2012 41 36 49 69 65
RN 2013 25 28 61 57 65


CST ELA ELL - Rancho de la Nacion
Proficient/Advanced
60
50
40
30
20
10
0
2nd 3rd 4th 5th 6th
RN 2012 34 29 33 41 38
RN 2013 19 18 55 35 44


CST EL ELA Gap 2013
Axis Title
70
60
50
40
30
20
10
0
2nd 3rd 4th 5th 6th
ALL 25 28 61 57 65
EL 19 18 55 35 44

Math

CST Test Results 2010-2013 Mathematics				
Target	**58.0%**	**68.5%**	**79.0%**	**89.5%**
Percent At or Above Proficient	**2010**	**2011**	**2012**	**2013**
Schoolwide	**58.4%**	**60.6%**	**60.8%**	**56.4%**
Socioeconomically Disadvantaged	**58.4%**	**60.6%**	**60.8%**	**56.4%**
Hispanic/Latino	**55.8%**	**58.7%**	**58.0%**	**54.9%**
English Learners	**56.7%**	**55.5%**	**59.9%**	**56.5%**
Students with Disabilities	**42.9%**	**54.3%**	**25.7%**	**45.7%**

Met AYP Goal – Safe Harbor

STAR Summary Report

Rancho De La Nacion School

All Students

CST Math	Second			Third			Fourth			Fifth			Sixth		
	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-
Advanced	13 %	13 %	0 %	25 %	25 %	0 %	47 %	47 %	0 %	43 %	43 %	0 %	20 %	20 %	0 %
Proficient	25 %	25 %		27 %	27 %		24 %	24 %		22 %	22 %		23 %	23 %	
Basic	25 %	25 %		29 %	29 %		19 %	19 %		16 %	16 %		32 %	32 %	
Below Basic	29 %	29 %		12 %	12 %		10 %	10 %		16 %	16 %		18 %	18 %	
Far Below	8 %	8 %		7 %	7 %		0 %	0 %		1 %	1 %		6 %	6 %	

STAR Summary Report
Rancho De La Nacion School
English Learners

CST Math	Second			Third			Fourth			Fifth			Sixth		
	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-
Advanced	10 %	10 %	0 %	18 %	18 %	0 %	43 %	43 %	0 %	23 %	23 %	0 %	4 %	4 %	0 %
Proficient	22 %	22 %		29 %	29 %		27 %	27 %		31 %	31 %		8 %	8 %	
Basic	31 %	31 %		25 %	25 %		20 %	20 %		23 %	23 %		50 %	50 %	
Below Basic	33 %	33 %		18 %	18 %		9 %	9 %		21 %	21 %		27 %	27 %	
Far Below	4 %	4 %		11 %	11 %		0 %	0 %		3 %	3 %		12 %	12 %	

STAR Summary Report
Rancho De La Nacion School
Hispanic Or Latino Students

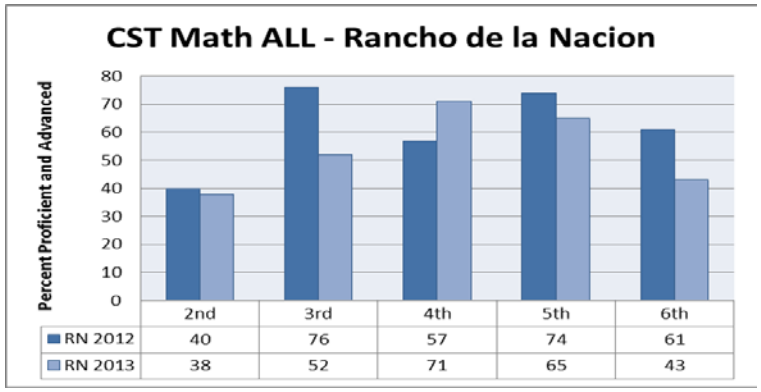
CST Math	Second			Third			Fourth			Fifth			Sixth		
	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-
Advanced	15 %	15 %	0 %	22 %	22 %	0 %	45 %	45 %	0 %	38 %	38 %	0 %	16 %	16 %	0 %
Proficient	18 %	18 %		27 %	27 %		26 %	26 %		25 %	25 %		24 %	24 %	
Basic	25 %	25 %		27 %	27 %		21 %	21 %		16 %	16 %		31 %	31 %	
Below Basic	33 %	33 %		15 %	15 %		8 %	8 %		20 %	20 %		20 %	20 %	
Far Below	8 %	8 %		9 %	9 %		0 %	0 %		2 %	2 %		8 %	8 %	

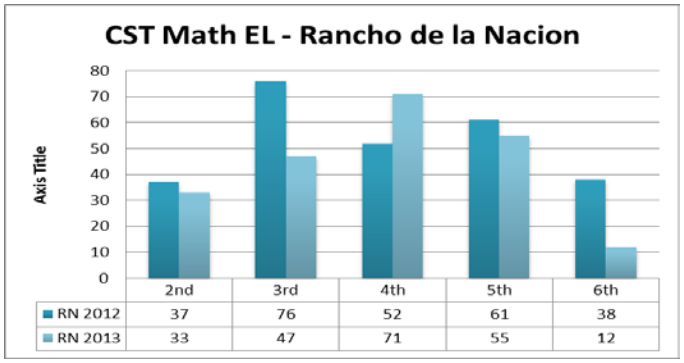
STAR Summary Report

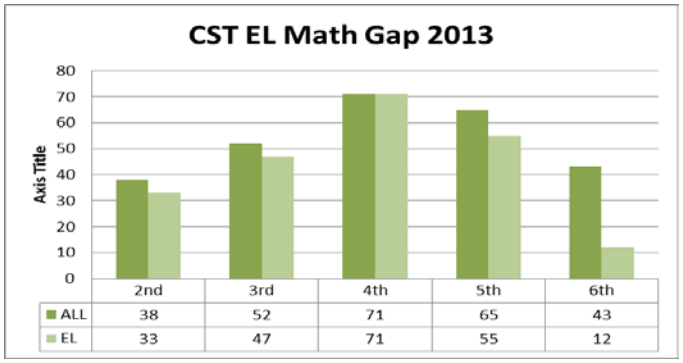
Rancho De La Nacion School

Students with Disabilities

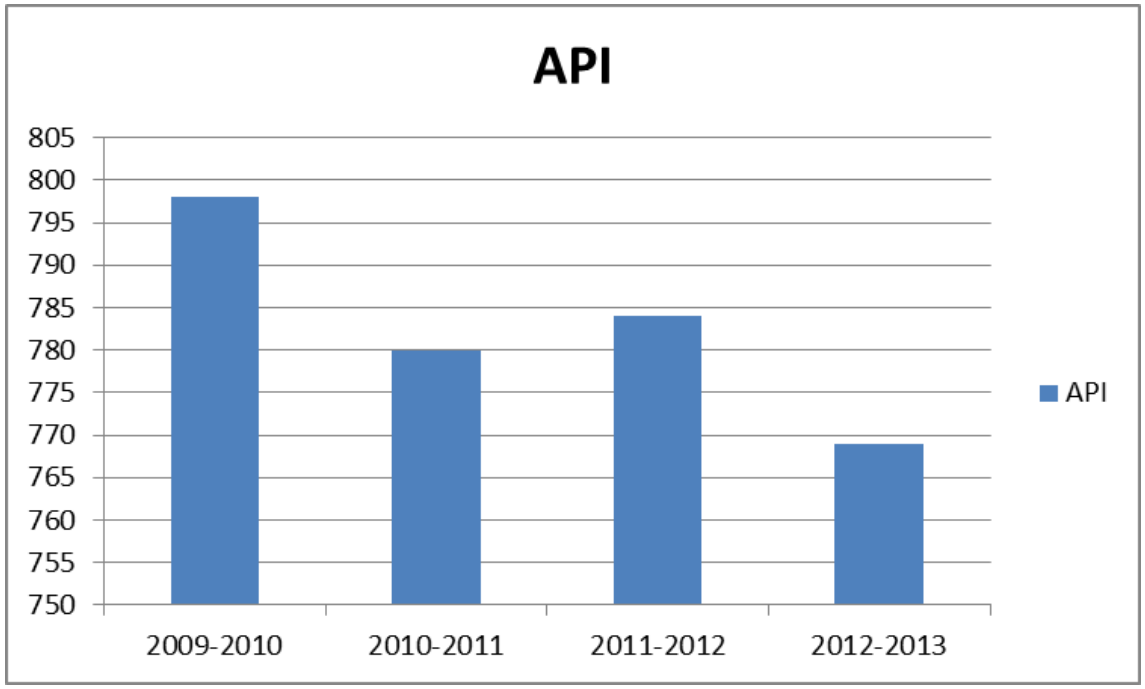
CST Math	Second			Third			Fourth			Fifth			Sixth		
	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-	12-13	12-13	Adv/Prof +/-
Advanced	0 %	0 %	0 %	0 %	0 %	0 %	50 %	50 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
Proficient	0 %	0 %		0 %	0 %		50 %	50 %		100 %	100 %		0 %	0 %	
Basic	0 %	0 %		50 %	50 %		0 %	0 %		0 %	0 %		25 %	25 %	
Below Basic	25 %	25 %		0 %	0 %		0 %	0 %		0 %	0 %		50 %	50 %	
Far Below	75 %	75 %		50 %	50 %		0 %	0 %		0 %	0 %		25 %	25 %	


CST Math ALL - Rancho de la Nacion
Percent Proficient and Advanced
80
70
60
50
40
30
20
10
0
2nd 3rd 4th 5th 6th
RN 2012 40 76 57 74 61
RN 2013 38 52 71 65 43


CST Math EL - Rancho de la Nacion
Axis Title
80
70
60
50
40
30
20
10
0
2nd 3rd 4th 5th 6th
RN 2012 37 76 52 61 38
RN 2013 33 47 71 55 12


CST EL Math Gap 2013
Axis Title
80
70
60
50
40
30
20
10
0
2nd 3rd 4th 5th 6th
ALL 38 52 71 65 43
EL 33 47 71 55 12

API


API
805
800
795
790
785
780
775
770
765
760
755
750
2009-2010
2010-2011
2011-2012
2012-2013
API

AMAOs

CELDT DATA – AMAO 1/ AMAO 2						
	2010-2011 Target	RN	2011-2012 Target	RN	2012-2013 Target	RN
AMAO 1	54.6%	50.2%	56%	57.1%	57.5%	52.8%
AMAO 2 < 5 years	18.7%	12.5%	20.1%	14.9%	21.4%	14.3%
AMAO 2 > 5 years	43.2%	55.8%	45.1%	64.9%	47%	44.1%

Met AMAO Goal

Conclusions from Student Performance Data

English Language Arts:
Between 2008 until present there seems to be a net increase of about 10 students. The Hispanic/Latino sub-group has increased overall by about 7 students, while the EL count has increased by about 30 students. Interestingly, in 2011 the EL count went from 230 to 209. This could possibly be due to the fact that many students could have been reclassified in 2011. Focus must be placed on making sure the data shows steady growth rather than peaks and valleys.

As far as the AYP data is concerned, mathematics seems to be a relative challenge for Rancho de la Nacion School. In 2010 while the API broke the 800+ barrier, the Hispanic/Latino as well as the English Learner sub-groups did not make AYP safe harbor goals in the area of mathematics. In 2011, Rancho de la Nacion School struggled once again when they went down 30 API points and only met 12 of the 17 criteria areas for AYP. Safe harbor was not met in any area of the English language arts sub-groups or as a school. In the area of mathematics, safe harbor was not met for the English learner subgroup. Our most recent data in 2012 shows that recovery was made by meeting all safe harbor goals in all areas of English language arts. However, the same could not be said for the area of mathematics. Interestingly, English the English learner sub-group met safe harbor goals for math, but all other sub-groups in math were not met, thus only meeting 14 of the 17 criteria points for NCLB.

With regard to our CELDT data, there have been gains in AMAO #1 & AMAO #2 over the course of the years beginning from 2004. Further study of the data must take place to see why the gains are so sporadic. For example between 2007-2008 there is a drop of 24% in AMAO #2. As far as targets go, AMAO #1 seems to be a bit of a challenge for Rancho.

Conclusions English Language Arts: In order for our students to be prepared to attain success in the new common core standards, emphasis must be placed on maintaining steady growth and momentum towards meeting safe harbor goals once again this upcoming school year. It will be imperative that Rancho develop systems approaches to teaching Common Core strategies in the areas of Reading and Writing. In ELA, there was sporadic growth and the ELs increased in 4^{th} and 6^{th} grade; other grade levels fluctuated.

Conclusions Mathematics: In order to fulfill No Child Left Behind criteria, Rancho de la Nacion must meet 17 areas each year. Over the past four years criteria was not met in ten areas. Of these 10 criteria points, mathematics has shown up as a challenge for our students 6 of the 10 times. Our school must utilize all resources made available to us in looking closely at formative and summative data in order to increase our student achievement in the area of mathematics. In Math, Rancho's scores have fluctuated; EL scores have also fluctuated. The highest EL scores in were in 2012 in 3rd and 4th grade.

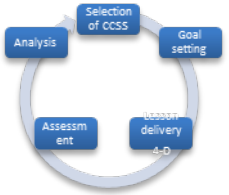
English Learners: Although our students have shown growth in our CELDT data over the years, Rancho de la Nacion teachers will use the program SELD, Systematic ELD beginning in January, 2014, after their district training. SELD will give us data points throughout the year so that our teaching can be modified to meet our students' needs. As far as our targets, 52.8% of ELs at Rancho met the AMAO 1 goal from 2011-2013. AMAO 2, for our students receiving less than 5 years in instruction program DID NOT meet goal. AMAO 2: for our students receiving greater than 5 years in instruction program DID meet goal. These students who did not meet AMAO 1 will be targeted this year as we work in our Data Teams.

SMART School Goals for Improving Student Achievement

(Create draft SMART goals with Leadership Team, present to SSC, make changes or adjustments as needed)

Form A: Planned Improvements in Student Performance

District Priority Actions from Strategic Plan- Instruction	***Rancho's de la Nacion-Current Reality***	**Desired Reality (2017)**
-Define core instructional strategies and practices through professional development in the NSD 4 D Instructional Model - Define common language and meeting format for Data Teams	All teachers at Rancho de la Nacion adhere to alignment guides for mathematics, language arts and writing developed by the National School District. Teachers use a variety of **instructional strategies** to meet the varying needs of all the students. Differentiation, gradual release of responsibility, and a variety of engagement strategies are incorporated throughout the teaching day. Teachers utilize the California state standards, formative and summative assessments to guide their instruction. There is currently an achievement gap between our significant populations. Our instructional strategies during our ELD block vary from classroom to classroom in order to meet the needs of the student. The ELD matrix is utilized as a scope & sequence tool during ELD instruction. Teachers focus on developing language by focusing on the forms and functions of the English language. There is a need for staff	In order for all students to make academic success all teachers will be able to ***design*** and ***deliver*** lessons based on CCSS while engaging students and continuously checking for their understanding. Teachers will have been trained on how to ***differentiate*** using ***data*** in small groups for maximum achievement for all significant populations in order to close the achievement gap. By 2017 all of our students will receive a robust ELD core curriculum. Best practice and research-proven strategies will be the manner in which this robust curriculum will be delivered to all of our EL students.

	development and practice in order to consistently implement core instructional strategies using the NSD Instruction Model. Currently, our instructional data teams meet approximately 1x per month. The teams meet in a vertical fashion and consistent topics in our meetings include: (1) RtI (2) goal setting & progress monitoring (3) instructional planning for improvement of student achievement. Currently there is no leadership among peers for peer coaching/modeling opportunities.	By 2017 all teachers will be well versed on continuous progress monitoring, peer modeling & peer coaching and on planning lessons based on results of CCSS assessments. 
District Priority Actions from Strategic Plan- Safe and Healthy Environments -Develop district-wide Positive Behavior Interventions and Supports plan and related site PBIS plans	Rancho de la Nacion is a PeaceBuilder School. At the opening of each day all students recite the PeaceBuilder Pledge and students promise to maintain a peaceful environment throughout the school day. Although this occurs on a daily basis, there is a need for continuous dialogue among students about the true meaning of what each of the promises looks like on a day- to-day basis. On an average, there are approximately between 4-5 referrals per week.	By 2017 the number of referrals would be down by 50%. In addition, all staff would have been trained in positive behavior interventions and the teaching of Jeff Sprague. All students, parents and staff will be able to identify all desired behavioral expectations in and outside of the classroom. In addition, students would be able to give examples of how a Peace Builder truly carries him/herself.

School Goal # 1 ELA:

At the end of 2013, the percentage of students proficient on the Star Renaissance Reading will increase from 47.8% to 52.54%. To achieve this goal, classroom teachers, Resource specialists, Impact Teachers will work in collaboration to design, deliver and differentiate optimal lessons for all students.

What data did you use to form this goal (findings from data analysis)? Monthly Star Renaissance Tests AR Tests SuccessMaker Reports	How does this goal align to your Local Educational Agency Plan/Strategic Plan goals? In order to increase reading achievement the staff will be trained in strategies toward deeper understanding for Common Core in alignment with the District Strategic Plan.
What did the analysis of the data reveal that led you to this goal? At Rancho the percentage of students performing at the proficient and advanced levels has been inconsistent. Grade level targets that align with the school wide goals have been established.	Which stakeholders were involved in analyzing data and developing this goal? Teachers collaborate and analyze school wide results. Our Data Teams review student results and created our school wide goals. The administrator, teachers and support staff meet frequently to analyze summative and current data.
Who are the focus students and what is the expected growth? Focus students are considered any students who have not met the expected growth and end-of-year expectations.	What data will be collected to measure student achievement? Ongoing summative, formative and diagnostic assessments will monitor student growth. These include OARS Orange Assessment, Renaissance Star Reading, Dibels/Idel, HM Theme and teacher-created assessments.
What process will you use to monitor and evaluate the data? Data Teams will meet regularly to analyze student outcomes. The Data Team process includes: • Discussing and analyzing various data • Determining strengths and areas of need • Establishing a baseline • Setting grade level SMART goals based on the baseline • Discussing instructional strategies • Sharing results of post-test data and determine efficacy of the instruction	Actions to improve achievement to exit program improvement (if applicable). Teachers will continue to use data to inform instruction, utilize instructional technology consistently and differentiate instruction for all students.

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Instructional Practices consistent with Content Standards and Strategic Plan: Teachers have been trained in instructional practices and curriculum aligned to our Strategic Plan in order to increase student achievement.	Continue targeted student support that promotes collaboration, data analysis and ongoing reflection on the effectiveness of our instruction. Continue Data Teams. August 2013 – June 2014 Data Team members: • Administrator • Grade level teachers • RSP • School Psychologist • School Counselor Differentiated instruction to support the learning needs of all students and sub-groups by teachers, RSP and Impact Teachers.	6 Impact Teachers will release teachers so they can meet in grade level meetings. $72,000 Title I and $36,000 LCFF EIA/SCE Counselor $20,370 Title I and $20,379 LCFF/EIA-LEP	Grade level data teams will be released every three to four weeks to participate in Data Team. These meetings are documented and follow a continuous cycle of improvement including: 1. Discussion and analysis of data. 2. Identification of strengths and area of need. 3. Establishment of baseline. 4. Design of grade level SMART goals. 5. Discussion of instructional strategies. 6. Documenting of results of post-test data.
Professional Development and Data Team Collaboration: Teachers will use goal setting to	Professional Development (PD) will occur 1) during Data Team meetings and 2) on Collaboration/Site Thursdays through sharing of and	August 2013 – June 2014 Data Team Calendar has been established.	The Rancho Instructional Leadership Team meets monthly to review PD needs, to make suggestions and to make

determine if students have made progress on their goals in reading, writing and math. Teachers will collaborate with other teachers in order to increase student achievement.	discussion of ideas and instructional strategies as well as attending staff development sessions (Learning Headquarters Common Core Writing).	Collaboration/District/Site Thursday calendar. Substitute teachers will release teachers for grade level meetings. 6 Impact Teachers will release teachers so they can meet in grade level meetings. Funding: see above.	adjustments as needed.
Extended Learning Time: We offer intervention classes before and after school in order to increase student achievement.	Extended learning opportunities have been established to support students who are not meeting grade level English Language Arts growth expectations. These include before-and-after-school intervention classes, additional SuccessMaker and Imagine Learning software usage, small group and one-on-one support from RSP and Impact Teachers.	November 2013 - April 2014 $9,899 – ASES $1,080 – Title I.	Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.
Increased Educational Opportunity: We offer intervention and supports through the RtI and SST process in order to increase	Rancho de la Nacion School has created an individualized software usage plan to support all students.	September 2013 – May 2014 SuccessMaker $7,735 LCFF/EIA-LEP Imagine Learning	Teachers will analyze student usage reports regularly.

student achievement.	Rancho has a resource room with computers and the RSP teacher, along with Impact Teachers deliver strategic and intensive instruction to small groups and RtI 3 students. Impact Teachers also work with students needing strategic support as well as those meeting or exceeding grade level expectations.	$10,000 Title III.	Continued reflection on instructional practices and analysis of student performance as well as analyzing universal screening and progress monitoring data.
Involvement of Parents, Staff and Community: Stakeholder involvement is present through many forums in order to increase student achievement.	Stakeholder involvement: • Monthly Coffee chat with the principal • Regular English Language Advisory Committee meetings (ELAC) • Regular District English Language Advisory Committee meetings (DELAC) • PTO • Regular School Site Council meetings • Counselor organizes awards assemblies to motivate, reward and encourage students to achieve on their school goals. Counselor develops our student government and peace patrol programs.	$5,000 Title I. $5,000 Title III. Counselor (see above funding source)	Regular feedback encouraged through session evaluation forms. Yearly end-of-year parent survey on needs and recommendations for next steps. Student assessment results, reduction in behavioral referrals

	• Students are recognized with certificates and trophies for their academic achievement efforts. Members of the community, parents and staff are invited to support student achievement • Additional bilingual clerical support in order to assist parents and community during peak times in the school year. Additional clerical support assists in maintaining records, updating student files and assisting in health office	$4,000 Title III. $2,000 Title I.	
Instructional Technology: We offer instructional technology during the school day in order to increase student achievement.	• Students in grades K-6 receive :20 of reading instruction via our SuccessMaker independent learning software system • Retain the services of a site technology liaison to support teachers with all of our learning software systems. • Replace our aging hardware in order to support our focus on on-line learning and assessment needs. Look at the possibility of replacing with netbook carts/labs.	SuccessMaker (see previous funding source) Site Technology Liasion $1,119 Title I. Computers $11,089 Title I. Computers $11,149 LCFF/EIA-SCE Computers	SuccessMaker gains reports

	• Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of learning software implementation	$22,238 LCFF EIA/LEP Technology Support $6,441 Title I.	
Positive Behavior Interventions and Supports (PBIS)	Start: December 2013 Completion Date: ongoing Discipline Committee consisting of teachers, school psychologist, school counselor and principal. The Discipline Committee will develop District-wide Positive Behavior Interventions and Supports plan and related site PBIS plans. School counselor will teach monthly PeaceBuilder lessons on each of the pillars of the PeaceBuilder pledge. The counselor will also work with the teachers to determine what other types of lessons may be needed for specific classrooms.	BEST Grant $4,100	Decrease number of referrals to the office by 50%. In addition, students would be able to give examples of how a Peace Builder truly carries him/herself.
Other			

<table>
<tr><td colspan="2">School Goal # 2 Math

At the end of 2013, the percentage of students proficient on the Star Renaissance Math will increase from 57.5% to 63.29%. To achieve this goal, classroom teachers, Resource specialists, Impact Teachers will work in collaboration to design, deliver and differentiate optimal lessons for all students.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?

Monthly Star Renaissance Tests
Envision Topic Tests
AR Tests
SuccessMaker Reports</td><td>How does this goal align to your Local Educational Agency/Strategic Plan goals?

In order to increase reading achievement the staff will be trained in strategies toward deeper understanding for Common Core in alignment with the District Strategic Plan.</td></tr>
<tr><td>What did the analysis of the data reveal that led you to this goal?

At Rancho the percentage of students performing at the proficient and advanced levels has been inconsistent. Grade level targets that align with the school wide goals have been established.</td><td>Which stakeholders were involved in analyzing data and developing this goal?

Teachers collaborate and analyze school wide results. Our Data Teams review student results and created our school wide goals. The administrator, teachers and support staff meet frequently to analyze summative and current data.</td></tr>
<tr><td>Who are the focus students and what is the expected growth?
Focus students are considered any students who have not met the expected growth and end-of-year expectations.</td><td>What data will be collected to measure student achievement?
Ongoing summative, formative and diagnostic assessments will monitor student growth. These include OARS Orange Assessment, Renaissance Star Math, Envision Topic Tests and teacher-created assessments.</td></tr>
<tr><td>What process will you use to monitor and evaluate the data?

Data Teams will meet regularly to analyze student outcomes. The Data Team process includes:
Discussing and analyzing various data
Determining strengths and areas of need
Establishing a baseline
Setting grade level SMART goals based on the baseline
Discussing instructional strategies
Sharing results of post-test data and determine efficacy of the</td><td>Actions to improve achievement to exit program improvement (if applicable).

Teachers will continue to use data to inform instruction, utilize instructional technology consistently and differentiate instruction for all students.</td></tr>
</table>

instruction			
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Instructional Practices consistent with Content Standards and Strategic Plan: Teachers have been trained in instructional practices and curriculum aligned to our Strategic Plan in order to increase student achievement.	Continue targeted student support that promotes collaboration, data analysis and ongoing reflection on the effectiveness of our instruction. Continue Data Teams. August 2013 – June 2014 Data Team members: • Administrator • Grade level teachers • RSP • School Psychologist • School Counselor Differentiated instruction to support the learning needs of all students and sub-groups by teachers, RSP and Impact Teachers.	Funding previously mentioned for Impact Teachers in ELA Goal	Grade level data teams will be released every three to four weeks to participate in Data Team. These meetings are documented and follow a continuous cycle of improvement including: 1. Discussion and analysis of data. 2. Identification of strengths and area of need. 3. Establishment of baseline. 4. Design of grade level SMART goals. 5. Discussion of instructional strategies. Documenting of results of post-test data.
Professional Development and Data Team Collaboration: Teachers will use goal setting to	Professional Development (PD) will occur 1) during Data Team meetings and 2) on Collaboration/Site Thursdays	August 2013 – June 2014 Data Team Calendar has been established.	The Rancho Instructional Leadership Team meets monthly to review PD needs, to make suggestions and to make

determine if students have made progress on their goals in reading, writing and math. Teachers will collaborate with other teachers in order to increase student achievement.	through sharing of and discussion of ideas and instructional strategies as well as attending staff development sessions.	Collaboration/District/Site Thursday calendar. Substitute teachers will release teachers for grade level meetings. 6 Impact Teachers will release teachers so they can meet in grade level meetings. Funding: see ELA funding above.	adjustments as needed.
Extended Learning Time: We offer intervention classes before and after school in order to increase student achievement.	Extended learning opportunities have been established to support students who are not meeting grade level Math growth expectations. These include before-and-after-school intervention classes, additional SuccessMaker and Imagine Learning software usage, small group and one-on-one support from RSP and Impact Teachers.	November 2013 – April 2014 (see ELA Goal for previous funding source)	Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.
Increased Educational Opportunity: We offer intervention and supports through the RtI and SST	Rancho de la Nacion School has created an individualized software usage plan to support all students.	September 2013 – May 2014 SuccessMaker and Imagine Learning: see funding source in ELA Goal.	Teachers will analyze student usage reports regularly.

process in order to increase student achievement.	Rancho has a resource room with computers and the RSP teacher, along with Impact Teachers deliver strategic and intensive instruction to small groups and RtI 3 students. Impact Teachers also work with students needing strategic support as well as those meeting or exceeding grade level expectations.		
Involvement of Parents, Staff and Community: Stakeholder involvement is present through many forums in order to increase student achievement.	Stakeholder involvement: • Monthly Coffee chat with the principal • Regular English Language Advisory Committee meetings (ELAC) • Regular District English Language Advisory Committee meetings (DELAC) • PTO • Regular School Site Council meetings • Counselor organizes awards assemblies to motivate, reward and encourage students to achieve on their school goals. Counselor develops our student	Parent Involvement: see ELA goal for previous funding source Counselor: see ELA goal for previous funding source	Regular feedback encouraged through session evaluation forms. Yearly end-of-year parent survey on needs and recommendations for next steps. Counselor: Student assessment results, reduction in behavioral referrals

	government and peace patrol programs. • Students are recognized with certificates and trophies for their academic achievement efforts. Members of the community, parents and staff are invited to support student achievement • Additional bilingual clerical support in order to assist parents and community during peak times in the school year. Additional clerical support assists in maintaining records, updating student files and assisting in health office	Certificates: see ELA goal for previous funding source Clerical: see ELA goal for previous funding source	
Instructional Technology: We offer instructional technology during the school day in order to increase student achievement.	• Students in grades K-6 receive :20 of reading instruction via our SuccessMaker independent learning software system • Retain the services of a site technology liaison to support teachers with all of our learning software systems.	SuccessMaker (see ELA Goal for previous funding source) Site Technology Liasion (see ELA Goal for previous funding source)	SuccessMaker gains reports

	• Replace our aging hardware in order to support our focus on on-line learning and assessment needs. Look at the possibility of replacing with netbook carts/labs. • Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of learning software implementation	Computers (see ELA Goal for previous funding source) Computers (see ELA Goal for previous funding source) Computers (see ELA Goal for previous funding source) Technology Support (see ELA Goal for previous funding source)	

<table>
<tr><td colspan="2">School Goal # 3 English Learners

English Learners will meet or exceed the State Benchmarks for AMAO 1 and AMAO 2. The CELDT data will be used to measure our English learners' progress toward meeting the State AMAO benchmarks. To achieve this goal, classroom teachers, Resource specialists, Impact Teachers will work in collaboration to design, deliver and differentiate optimal lessons for all students.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?

This goal was formed after analyzing student CELDT results and AMAO results.</td><td>How does this goal align to your Local Educational Agency/Strategic Plan goals?

This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.</td></tr>
<tr><td>What did the analysis of the data reveal that led you to this goal?

This data indicates that there is a need for a consistent, systematic and rigorous English Language Development instruction across the grade levels based on the language proficiency levels using research-based materials. ELD strategies and student engagement opportunities also need to be integrated across the curricula to scaffold instruction throughout the day to meet the needs of English learners.</td><td>Which stakeholders were involved in analyzing data and developing this goal?

Teachers collaborate and analyze school wide results. This happens in many formats. The Rancho Leadership team and grade level data teams review student results and created our schoolwide goals. The school administrator, teachers and support staff meet regularly to analyze summative and current data.</td></tr>
<tr><td>Who are the focus students and what is the expected growth?

The focus will be on those English learners who with an emphasis on those Intermediate, Early Intermediate and Beginning proficiency levels, as well as Long Term English learners. The expected growth for all English learners is to move up a minimum of one proficiency level on CELDT each year.</td><td>What data will be collected to measure student achievement?

Summative Data using CELDT.
Ongoing assessments: OARS Orange assessments, SELD assessments and language performance tasks, as well as Imagine Learning reports.</td></tr>
<tr><td>What process will you use to monitor and evaluate the data?

Grade level data teams will meet regularly to analyze student outcomes.</td><td>Actions to improve achievement to exit program improvement (if applicable).

In order to exit Program Improvement, we will add additional support during instructional time as well as intervention groups.

Rancho teachers will collaborate in ELD teams (upper grades and lower grades) and commit to teaching ELD four times per week at forty minutes per day. The ELD teams will:
• Group students according to their grade level and their</td></tr>
</table>

		CELDT proficiency levels • Assign support staff (Resource specialist, Impact teachers and instructional assistants) as part of the chaining to reduce group sizes and to provide frequent structured active participation. • Use research-based ELD strategies and curricula: SELD after January, 2014, with consistency and fidelity In addition, we will… • Use the Imagine Learning software with fidelity for individualized ELD instruction on a daily basis for all students in K and 1st grades, students in 2nd grade transitional bilingual programs and EL students in grades 3 through 6 identified based on assessment data • Focus on academic vocabulary during ELD and throughout the instructional day • Meet in ELD grade level teams for instructional planning purposes and to determine changes in groupings	
Strategies/Actions to Implement this Goal	**Start/Completion Date/Personnel**	**Each Funding Source/Amount**	**Process for Evaluation of Implementation**
Instructional Practices consistent with Content Standards and Strategic Plan: Teachers have been trained in instructional practices and curriculum aligned to our Strategic Plan in order to increase student achievement.	Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction. Continue Data Teams. August 2013 – June 2013 Data Team Members: • Administrator • Grade level teachers • RSP	Substitute teachers will release teachers so they can meet in grade level meetings. (see ELA Goal for previous funding source)	Grade level data teams will be released every four weeks to participate in Data Teams. These meetings are documented and follow a continuous cycle of improvement.

	• School Psychologist • School Counselor ELD groups learning needs of all students and sub-groups by teachers, Resource Specialist and Impact Teachers.	(see ELA Goal for previous funding source)	
Professional Development and Data Team Collaboration: Teachers will use goal setting to determine if students have made progress on their goals in reading, writing and math. Teachers will collaborate with other teachers in order to increase student achievement.	Staff Development provided by the District for SELD. Professional Development (PD) will occur on our Collaboration and Site Thursdays. The EL Liasion shares and communicates with staff current ELD information.	January 2014 Bases upon Thursday calendar (see ELA Goal for previous funding source)	Evaluation is ongoing and provides teachers an opportunity to make recommendations for next steps. The Rancho Leadership team meets monthly to plan and evaluate PD.
Extended Learning Time: We offer intervention classes before and after school in order to increase student achievement.	Extended learning opportunities have been established to support students who are not meeting grade level English Language and Math growth expectations. Before-after-school intervention classes use Imagine Learning and SuccessMaker software and scaffold instruction in small group and one-on-one support.	October 2013 – April 2014 (see ELA Goal for previous funding source)	Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.
Increased Educational Opportunity: We offer intervention and	Rancho de la Nacion School has created an individualized software usage plan to support all students.		

supports through the RtI and SST process in order to increase student achievement.			
Involvement of Parents, Staff and Community: Stakeholder involvement is present through many forums in order to increase student achievement.	Stakeholder Involvement: • Regular English Language Advisory Committee meetings (ELAC) • Regular District English Language Advisory Committee meetings (DELAC) • PTO • Regular Principal Coffee Chats	(see ELA Goal for previous funding source)	Regular feedback encouraged through session evaluation forms.
Instructional Technology: We offer instructional technology during the school day in order to increase student achievement.	Rancho continues to utilize instructional technologies to complement our school wide goals. Students have been strategically placed on *Imagine Learning* and *SuccessMaker* to best meet their academic needs and goals. Students in grades (K-2) use Imagine Learning, as well as targeted students in grades 3-6. All classrooms utilize a Promethean Board. Support for Technology – Site Tech Liasion Support for Technology – District Tech Support	(see ELA Goal for previous funding source) (see ELA Goal for previous funding source) (see ELA Goal for previous funding source)	Ongoing review of student usage, student outcomes and student gains. Teachers create and share flipcharts that enhance student engagement.

<table>
<tr><td colspan="2">School Goal # 4 Special Education

At the end of 2013, 100% of Special Education students will meet 80% of their IEP goals. To achieve this goal, classroom teachers, Resource specialists, Impact Teachers will work in collaboration to design, deliver and differentiate optimal lessons for all students.</td></tr>
<tr><td>What data did you use to form this goal (findings from data analysis)?

Monthly Star Renaissance Tests
Envision Topic Tests
AR Tests
SuccessMaker Reports</td><td>How does this goal align to your Local Educational Agency/Strategic Plan goals?

In order to increase reading achievement the staff will be trained in strategies toward deeper understanding for Common Core in alignment with the District Strategic Plan.</td></tr>
<tr><td>What did the analysis of the data reveal that led you to this goal?

At Rancho the percentage of students with disabilities performing at the proficient and advanced levels has been inconsistent. Targets that align with the school wide goals have been established for individual students so that we can look at overall growth in ELA and Math.</td><td>Which stakeholders were involved in analyzing data and developing this goal?

Teachers collaborate and analyze school wide results. Our Data Teams review student results and created our school wide goals. The administrator, teachers and support staff meet frequently to analyze summative and current data.</td></tr>
<tr><td>Who are the focus students and what is the expected growth?

Focus students are considered any students who have not met the expected growth and end-of-year expectations.</td><td>What data will be collected to measure student achievement?

Ongoing assessments will monitor student growth. These include: Renaissance Star Reading and Star Math, Dibels, Accelerated Reader and IXL Math.</td></tr>
<tr><td>What process will you use to monitor and evaluate the data?

Data Teams will meet regularly to analyze student outcomes. The Data Team process includes:
• Discussing and analyzing various data</td><td>Actions to improve achievement to exit program improvement (if applicable).

Teachers will continue to use data to inform instruction, utilize instructional technology consistently and differentiate instruction for all students.</td></tr>
</table>

• Determining strengths and areas of need • Establishing a baseline • Setting grade level SMART goals based on the baseline • Discussing instructional strategies • Sharing results of post-test data and determine efficacy of the instruction			
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Instructional Practices consistent with Content Standards and Strategic Plan: Teachers have been trained in instructional practices and curriculum aligned to our Strategic Plan in order to increase student achievement.	Continue targeted student support that promotes collaboration, data analysis and ongoing reflection on the effectiveness of our instruction. Continue Data Teams. August 2013 – June 2014 Data Team members: • Administrator • Grade level teachers • RSP • School Psychologist • School Counselor Differentiated instruction to support the learning needs of all students and sub-groups by teachers, RSP and Impact	Funding previously mentioned for Impact Teachers in ELA Goal	Grade level data teams will be released every three to four weeks to participate in Data Team. These meetings are documented and follow a continuous cycle of improvement including: 1. Discussion and analysis of data. 2. Identification of strengths and area of need. 3. Establishment of baseline. 4. Design of grade level SMART goals. 5. Discussion of instructional strategies. Documenting of results of post-test data.

	Teachers.		
Professional Development and Data Team Collaboration: Teachers will use IEP goals to determine if students have made progress on their goals in reading, writing and math. RSP and SDC teachers will collaborate with other RSP and SDC teachers.	Professional Development (PD) will occur 1) during Data Team meetings and 2) on Collaboration/Site Thursdays through sharing of and discussion of ideas and instructional strategies as well as attending staff development sessions.	August 2013 – June 2014 Data Team Calendar has been established. Collaboration/District/Site Thursday calendar. Substitute teachers will release teachers for grade level meetings. 6 Impact Teachers will release teachers so they can meet in grade level meetings. Funding: see ELA funding above.	The Rancho Instructional Leadership Team meets monthly to review PD needs, to make suggestions and to make adjustments as needed. Resource teacher and Special Day Class teacher will use Renaissance Star Reading and Star Math, Dibels, Accelerated Reader and IXL Math.
Extended Learning Time: We offer intervention classes before and after school in order to increase student achievement.	Extended learning opportunities have been established to support students who are not meeting grade level Math growth expectations. These include before-and-after-school intervention classes, additional SuccessMaker and Imagine Learning software usage, small group and one-on-one	November 2013 – April 2014	Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.

	support from RSP and Impact Teachers.		
Increased Educational Opportunity: We offer intervention and supports through the RtI and SST process in order to increase student achievement.	Rancho de la Nacion School has created an individualized software usage plan to support all students. Rancho has a resource room with computers and the RSP teacher, along with Impact Teachers deliver strategic and intensive instruction to small groups and RtI 3 students. Impact Teachers also work with students needing strategic support as well as those meeting or exceeding grade level expectations.	September 2013 – May 2014 SuccessMaker and Imagine Learning: see funding source in ELA Goal. (see ELA Goal for previous funding source)	Teachers will analyze student usage reports regularly.
Involvement of Parents, Staff and Community: Stakeholder involvement is present through many forums in order to increase student achievement.	Stakeholder involvement: • Monthly Coffee chat with the principal • Regular English Language Advisory Committee meetings (ELAC) • Regular District English Language Advisory Committee meetings (DELAC) • PTO • Regular School Site	Parent Involvement: see ELA goal for previous funding source	Regular feedback encouraged through session evaluation forms. Yearly end-of-year parent survey on needs and recommendations for next steps.

	Council meetings • Counselor organizes awards assemblies to motivate, reward and encourage students to achieve on their school goals. Counselor develops our student government and peace patrol programs. • Students are recognized with certificates and trophies for their academic achievement efforts. Members of the community, parents and staff are invited to support student achievement • Additional bilingual clerical support in order to assist parents and community during peak times in the school year. Additional clerical support assists in maintaining records, updating student files and assisting in health office	Counselor: see ELA goal for previous funding source Certificates: see ELA goal for previous funding source Clerical: see ELA goal for previous funding source	Counselor: Student assessment results, reduction in behavioral referrals
Instructional Technology: We offer instructional technology	• Students in grades K-6 receive :20 of reading instruction via our	SuccessMaker (see ELA Goal for previous funding source)	SuccessMaker gains reports

during the school day in order to increase student achievement.	SuccessMaker independent learning software system • Students in grade (K-2) and targeted students in 3-6 receive Imagine Learning license • Retain the services of a site technology liaison to support teachers with all of our learning software systems. • Replace our aging hardware in order to support our focus on on-line learning and assessment needs. Look at the possibility of replacing with netbook carts/labs. • Ensure services of technology department so that hardware & software are running smoothly for minimal interruption of learning software implementation	Imagine Learning (see ELA Goal for previous funding source) Site Technology Liasion (see ELA Goal for previous funding source) Computers (see ELA Goal for previous funding source) Computers (see ELA Goal for previous funding source) Computers $22,238 LCFF EIA/LEP Technology Support (see ELA Goal for previous funding source)	Imagine Learning Usage and Skills reports

Kindergarten and 1st Grade Goals
Reading, Writing, Math
2013-2014

Kindergarten	Reading	By May of 2014, 80% of all K students will read level 3 as measured by DRA.
	Writing	By May of 2014, 80% of all K students will be able to write a 2-3 sentence narrative paragraph with correct punctuation.
	Math	By May of 2014, 80% of all K students will achieve mastery (80%) on end of the district benchmark exam.
1st Grade	Reading	By May of 2014, 80% of all 1st grade students will read level 16 as measured by DRA.
	Writing	By May of 2014 80% of all 1st students will be able to write a 4-5 sentence narrative paragraph using transitional words with correct punctuation.
	Math	By May of 2014 80% of all 1st students will achieve mastery (80%) on end of the district benchmark exam.

Form B: Centralized Support for Planned Improvements in Student Performance (These are the givens)

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<table>
<tr><td colspan="5">Program Support Goal # 1: National School District will exit Program Improvement by 2012-2013</td></tr>
<tr><td colspan="2">Groups participating in this goal (e.g., students, parents, teachers, administrators):
• English Learners
• Students with Disabilities
• All Students</td><td colspan="3">Anticipated annual growth for each group:

District Safe Harbor Targets are:
• The percentage of district students scoring proficient or above on ELA CST will increase from 51% to 56%
• The percentage of student scoring proficient or above on math CST will increase from 60% to 65%.</td></tr>
<tr><td colspan="2">Means of evaluating progress toward this goal:
• Using Data Warehouse and OARs systems, District staff will assess progress of student subgroups</td><td colspan="3">Group data to be collected to measure gains:

• OARS Blueprint exams
• Renaissance STAR universal exams
• Learning Headquarters writing assessments
• Site Assessments- HM, EnVision, Writing on demand assessments
• Teacher generated assessments</td></tr>
<tr><td>Actions to be Taken to Reach This Goal[1]
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</td><td>Start Date[2]
Completion Date</td><td>Proposed Expenditures</td><td>Estimated Cost</td><td>Funding Source</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>

[1] See Appendix B: Chart of Requirements for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

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

• Imagine Learning Computer Program will be used as additional support for English Learners • Successmaker will be used to support ELA and math instructional programs • Tech support for computers • Accelerated Reader to support promote increased reading comprehension • CELDT Assessment Support	8-12 through 6-13 8-12 though 6-13 8-12 through 6-13 8-12 through 6-13 8-12 through 9-12	Imagine Learning Licenses Successmaker Licenses Salaries of technicians Accelerated Reader Licenses Assessment Team personnel	$10,000 $ 0 $ 6,539 $ 2,215 $ 7,100	EIA/LEP EIA/SCE EIA/SCE EIA/SCE EIA/SCE EIA/LEP

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (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. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	**Allocation**
☐ LCFF/EIA-SCE	$56,081
☐ LCFF/EIA-LEP	$89,132
☐ Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	$ -810
☐ Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	$ 2,378
☐	
☐ List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	$ 963
☐ BEST Grant	$4,100
Total amount of state categorical funds allocated to this school	$ 151,844

Federal Programs under the Elementary Secondary Education Act	Allocation
☐ Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$ 141,495
☐ Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$ 26,248
☐ Title I Part A: Schoolwide Program 2011-12 Carryover	$32,299
☐ Title III, Part A: LEP 2011-12 Carryover	-$3
Total amount of federal categorical funds allocated to this school	$200,039
Total amount of state and federal categorical funds allocated to this school	$351,883

RANCHO DE LA NACIÓN ELEMENTARY SCHOOL
GATE Program
2013-2014

The Rancho de la Nación GATE program is designed to meet the various academic needs of students identified as GATE in grades 3-6. In some activities, high achievers will also have the opportunity to participate. The program will cover a full range of curricular areas and provide in school and extended day program options.

Students who scored at the GATE and high achieving level on the Ravens test as well as those who scored 400 points or higher in mathematics and/or language arts on the CST Test 2010, will be challenged with accelerated curriculum and differentiated opportunities.

- Literature Circles/Book Clubs. These students will be assigned to Literature Circles/Book Clubs during the school wide literacy block of time. Students will participate in Socratic Seminar (critical thinking, problem solving and reflective evaluation) during book clubs.

- Grade Level Anthology. In addition, students will be provided with extended projects and skill development through the grade level anthology (reading book). The students will cover the corresponding chapters/units in HM that correlate to regular classroom instruction. However, the students will do alternative, more challenging activities at their level in lieu of workbook pages, etc.

- Math. Students will be provided with extended projects and skill development through the grade level math book. The students will cover the corresponding topics/units in Envision math that correlate to regular classroom instruction. However, the students can be assigned alternative, more challenging activities at their level in lieu of workbook pages, etc. Students will also be regrouped according to their CST and Envision pretest scores. Students would be grouped according to their levels for advanced instruction and pacing of instructional material and also at grade level material for some remedial instruction. GATE students in mathematics will be placed relative to their scores and performance during daily math instruction.

- Technology. GATE students will have an opportunity to participate in Successmaker, and, in some cases, Imagine Learning software. These programs are designed to further develop critical thinking and real life application of skills. Students will have

an opportunity to participate in a variety of technology projects. They will learn the basic skills required for the project and produce a final product to share with other students.

- History-Social Science. Students will have an opportunity to help bring history to life. Third grade students study local history. Fourth grade students study the history of California. Fifth grade students study U.S. History. Sixth grade students study Ancient Civilizations. They will participate in a variety of activities that bring history alive. In addition, we will look for specific in classroom assemblies that touch on these specific areas to bring more depth to the curriculum study.

- Border Voices Poetry/California Poets in the Schools. Students will have the opportunity to experience poetry writing through access to a poet in the Border Voices Poetry project. They will focus on the Six Traits of Writing, specifically focusing on developing student voice in their writing.

GATE BUDGET

Outside Consultant	
Border Voices	$3,500.00
TOTAL GATE	$3,500.00

GATE – Border Voices Consultant
Paid for by school site funds (50% EIA/SCE, 50% GATE)

Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:[3]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Natalie Martinez	X				
Virgina Reyes				X	
Yadira Robles				X	
Irma Barajas				X	
Cheryl Colmenero				X	
Brenda Prieto				X	
Sally Stump		X			
Molly Sterner		X			
Kirsten Maduena		X			
Griselda Aispuro			X		
Numbers of members in each category	1	3	1	5	

[3] At elementary schools, the SSC 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.

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

   ___ English Learner Advisory Committee _____Signature (ELAC Rep)

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: _____.

Attested:

_____	_____	_____
Typed name of School Principal	Signature of School Principal	Date
_____	_____	_____
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date