

School Year: 2020-2021

Rio Del Valle Middle School

Single Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

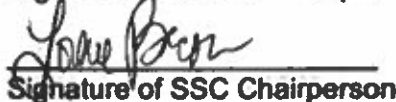
School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Rio Del Valle Middle School	56725616055495	January 27, 2021	

Adrienne Peralta
Principal


Signature of School Principal

January 27, 2021
Date

Lorene Bacon
Chairperson


Signature of SSC Chairperson

2-9-21
Date

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Rio Del Valle Middle School requested the involvement of the following groups in developing this plan:

- School Site Council
- English Language Advisory Committee
- School Site Leadership

School Site Council meetings are held every third Wednesday of the month. While presenting district initiatives, the council is involved in developing, approving, and overseeing the site specific initiatives. Moreover, the Council reviews the allocation and spending of site specific funds on the development of the site learning plan.

English Language Advisory Committee meetings are held throughout the year. As the school site council develops and allocates funds, the ELAC committee is involved in informing the SSC in the academic and social/emotional needs for this specific student group. The ELAC will advise the SSC on specific allocations/needs of the Title 1 funds to improve their program.

In conjunction with the two above school/parent committees, the School Leadership team will inform both committees as to the academic needs of students and make recommendations to both.

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Goals, Strategies, & Proposed Expenditures

Due to the COVID-19 closure the primary source of data is from the 2018-2019 state scores and school data. Rio del Valle examined multiple data sources in assessing the needs for the 2019 – 2020 school years. In doing so, we discovered significant growth, areas of strengths, but most importantly, areas in which to focus for improvement. In providing our RDV Knights with a comprehensive and rigorous middle school experience, we looked not only at academic testing scores, but also noted our attendance, discipline, and extra-curricular participation data to inform our decision making. As of January 26, 2021 there are 733 students, of which 545 are designated English Language Learners – approximately 67% of the student body. 79.3% of Rio Del Valle students are socioeconomically disadvantaged. Sixty students are designated as GATE.

Once our needs were identified, our team set a plan in action. Professional development, intervention, 21st Century Learning, collaboration, technology integration, and support programs such as Imagine Learning (Newcomer Support), AVID Excel/AVID, and with the closure of schools we added a number of web based programs to support our students. Our Re-Opening team developed a Smart Start platform that was used in all classrooms and grade levels. Our tech champs have also assisted our teachers with programs that would facilitate learning while on a Distance Learning model.

In recent years, RSD has crafted a collaborative system that includes district-wide K-8 Curriculum Council, Management and principal teams, site-level Professional Learning Communities (PLCs) as well as district level professional development and calibration. This network was effectively utilized throughout the needs assessment process to analyze data, identify priority needs, create action steps, and communicate with stakeholders. Educational Services worked with the following team members to create a long-range Action Plan designed to not only refine current practice, but to systematically transition all teachers and administrators to the demands of the new Common Core State Standards (CCSS).

Goal 1

SCHOOL GOAL Reading:

Given the impact the current school closures, and subsequent Distance Learning model has had on our students, our goal has been to maintain a learning pace in which the learning loss can be minimized. We are striving to have our students maintain or exceed their progress from 2018-2019, as we do not have a clear measure of growth from last year due to the unexpected closure in March 2019.

By June 2021, 40% of RDV students will meet or exceed the standard as measured by the CAASPP assessment. In the 2018-2019 school year students achieved 35% of students meeting at or above grade level which is a decrease of 2 percentage points from 2017-2018. In 2016-2017 CAASPP exam approximately 36.6% of all students met or exceeded the standard. Within our EL subgroup 12.3% met the standard, our goal is that 15% of the EL students meet the standard. Within the EL group, there is a group of EL students that are enrolled in the AVID Excel program. This small cohort averaged 13.6% on the ELA CAASPP assessment.

CAASPP scores from 28-29 demonstrated that our students improved overall - all three grade levels combined, although individual grade levels may not have.

In 6th grade 30% of students met or exceeded the standards, this was a 3% decrease over the prior year. In 7th grade 39% of students met or exceeded the standard, with an overall increase of 5%.

In 8th grade 37% of students met or exceeded the standards, students had a substantial decline of 8% over last years cohort. .

This school year we are working toward an overall improvement of 5% overall, and 2% increase in the EL subgroup.

Goal 1 will focus on the development of reading fluency & comprehension, writing, speaking, and the development of the English language and structures. Development of this goal has taken into consideration the assessment data, input from the school site council, ELAC, site leadership team, and English Language Coordinator, and the limitations that Distance Learning and a continued closure may have on students.

Basis for this Goal

- California Dashboard for Rio Del Valle Middle School
- 2018-2019 CAASPP
- District Common Formative Assessments
- Reading Interest Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Overall ELA	37%	42%
CAASPP Sub Group EL	11.6%	13.6%

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Purchase additional, high interesting reading materials for the RDV library and RDV students. Update and renew classroom libraries and novel sets.
- Due to COVID we will provide students with personal copies of novels that are read in class, we will also be adding additional novels throughout the year

Proposed Expenditures for this Strategy/Activity

Amount(s) 3,000.00 LCFF

Source(s)	2,000.00 Title 1 LCFF Funds Title 1
Budget Reference(s)	010-4200-0030-0-1110-2420-005-000-0000-0 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Long Term LTELs

Strategy/Activity

AVID Excel courses for long term English Language Learners

- Create minimum one AVID Excel class at grade levels 7th and 8th
 - Students will learn study skill strategies
 - Academic Language instruction - focus on EL language needs
 - Organizational skills instruction
 - Exposure and introduction to the college pathway. Research and visits to colleges.
 - Family nights to support our families in understanding of the college path
 - Community outreach through service oriented opportunities
- Train 3 teachers to support students in AVID strategies and language development. This includes attendance at the AVID Summer Institute - \$4,800
- Supplies and Materials for AVID classes - journals, interactive notebooks, binders, classroom posters, etc... \$1,000
- Classroom tutors two times per week - \$7,200
- College Field Trips, including cost of guest teachers - \$500.00
- Parent nights - \$500.00
- Student agendas for organization, AVID support - \$4,600.00

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$21,800
Source(s)	LCFF- \$8,200.00 Title 1 - \$13,600.00
Budget Reference(s)	010-4300-0000-0-1110-1000-005-200-L113-0 010-5800-3010-0-1110-1000-005-200-00PD-0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All first time college path students applying for AVID, just approaching standards as measured by CAASPP

Strategy/Activity

Students within the AVID program will be enrolled in an AVID class. The class will focus on the following:

- Students will learn study skill strategies
- Academic Language instruction
- Organizational skills instruction
- Exposure and introduction to the college pathway. Research and visits to colleges.
- Family nights to support our families in understanding of the college path
- Community outreach through service oriented opportunities

Activities & Associated Cost:

- Attendance at Summer Institute for continued training for 4 teachers - \$14,500
- Tutors twice a week for 4 classes - \$7,200
- Supplies and Materials - \$ 1,500
- AVID Coordinator Stipend - \$1,700
- College field trips - \$1,500.00
- Family Nights \$500.00

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$26,900
Source(s)	LCFF \$10,500 Title 1 \$ 16,400
Budget Reference(s)	010-5200-0000-0-4760-1000-005-200-413-0 010-5200-3010-0-1110-1000-005-200-00PD-0 010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Performance Assessment published by Houghton Mifflin will be purchased as a writing resource to support all students in the writing process. Unifying the writing process will provide continuous instructions to students that will carry over across the content areas, and grade levels. Consistency in this process will provide our students a structure that will enable them to become strong and confident writers within many genres.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$16,500.00
Source(s)	Title 1
Budget Reference(s)	010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English language learners at the beginning levels of language acquisition

Strategy/Activity

ELD teacher will focus on additional English language skills for students at the beginning stages of language acquisition. One hour of tutoring will be provided per week.

Tutoring in reading comprehension will be offered to Title 1 students. These students will be identified by the counselor.

Students will have access to *Imagine Learning*, as an online platform to support their initial acquisition of the English Language.

IXL licenses will be purchased for students in levels 3-4 ELD classes cost associated with goal are referenced in Activity 11

Scholastic Action - reading material that is used by our ELD for her level 3-4 students.

No Cost to the school site - District Department of Education will subsidize the cost of tutoring.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$8200.00
Source(s)	Title 1
Budget Reference(s)	010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Teachers across the content areas and grade levels will be encouraged to attend professional development specifically those strategies that support our ELD students and EO student who struggle with reading and writing.

- Support students in developing a greater comprehension of the content through the use of strategies that target student language learning needs.

Professional Development - \$2,000.00

Cost \$ 1,000 if guest teacher is required for release time

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000.00
Source(s)	Title 1
Budget Reference(s)	010-1102-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Master schedule will be designed to provide content area teachers the opportunity to team, have a common prep, and to serve the same group of students.

- Common prep in order to discuss student learning needs and systematically develop a plan to address both academic and social/emotional needs

- Development of PLCs that focus on both content area specific teaming, and cross content area teaming

- Teacher teams will be provided time for planning and analyzing student data during Monday staff meetings in order to measure progress, alignment with practices and site/district goals, determine student learning needs

Cost Associated:

\$3,000 PLC book reads

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000
Source(s)	LCFF
Budget Reference(s)	010-5800-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

English Language Arts Honors students grades 6th, 7th and 8th.
Social Science 7th grade Honors novel

Strategy/Activity

Fall reading novel

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,000
Source(s)	LCFF
Budget Reference(s)	010-4200-0030-0-1110-2420-005-000-0000-0

Strategy/Activity 9

Students to be Served by this Strategy/Activity

Students needing intervention as determined by formative assessments made by the teacher, CFAs, and other district matrices in grades 7 and 8

Strategy/Activity

English Language Arts Tutoring

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,320.00
Source(s)	LCFF \$1,160.00 Title 1 \$1,160.00
Budget Reference(s)	010-4200-0030-0-1110-2420-005-000-0000-0

Strategy/Activity 10

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Participation in Spelling Bee

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500.00
Source(s)	LCFF
Budget Reference(s)	010-5800-3010-0-1110-1000-005-200-000-0

Strategy/Activity 11

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Web based programs that will supplement instruction for students in the development of language arts and English Language development. These programs will be especially useful during Distance Learning and Hybrid Learning. Programs include the following:

- IXL for language arts and ELD - \$4,500.00
- Scholastic Action for ELD students - \$1,000.00
- EdPuzzle for language arts and ELD - \$1,300.00

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,800.00
Source(s)	Title 1
Budget Reference(s)	010-5800-3010-0-1110-1000-005-200-000-0

Goal 2 Math

LEA GOAL: #2 All students will reach high standards, at a minimum, attaining proficiency or better in math by 2019-2020

SCHOOL GOAL: Mathematics

Given the impact the current school closures, and the subsequent Distance Learning model, has had on our students, our goal has been to maintain a learning pace in which the learning loss can be minimized. We are striving to have our students maintain or exceed their progress from 2018-2019.

By June 2021, 25% of RDV students will meet or exceed the standard as measured by the CAASPP assessment.

In the 2018-2019 CAASPP exam approximately 19.3% of students met the standard. In 2017-2018 22.33% of students either met or were above standard.

There was a decline in growth of about 3% over the 2017-2018 school year. Our goal is to have 15% of our EL students meet or exceed the standard. In 2017-2018 our EL students averaged 4.3% who met or exceeded the standard, the average for 2018-2019 was 8% , EL students had an increase of 3.7% over the prior year. EL students in the AVID Excel program averaged 7.33%.

Grade level outcomes:

6th grade - 20% Increase of 3%

EL 6th graders - 12% increase of 8% from last year

7th grade - 14% Decrease 7%

EL 7th graders - 7% increase of 1% from last year

8th grade - 24% Decrease 5%

EL 8th graders - 5% increase of 2% from last year

As can be seen from the data, EL students are progressively doing better each school year. This pattern has been present over the past 3 school years. Overall, there was a growth in 6th grade, but our 7th and 8th experienced considerable declines. Our plan seeks to improve student mastery of the math standards, but also calls for improvement in math literacy and applied critical thinking.

Additional resources such as Open Up math and Maneuvering the Middle were used in the 6th grade.

Basis for this Goal

CAASPP

Common Formative Assessments

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Overall Math	22.3%	30%
CAASPP Sub Group EL	4.3%	7%

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Master Schedule will allow for teams that will serve the same cohort of students. A common prep planning time will also be a part of the scheduling. In addition, on selected Wednesdays, during staff meetings, time will be allotted for cross-curricular content teams to collaborate. Cross grade level content area teams will also be provided time on Wednesdays for planning. The purpose of scheduling in this manner is so that teachers have the opportunity to work on student learning, data analysis, and working on improving systems that are currently in place.

Proposed Expenditures for this Strategy/Activity

Amount(s)

There is no cost associated with this activity/strategy

Source(s)

Budget Reference(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

After school tutoring, one hour per week in grade levels 7 and 8, over 29 weeks. Students will be identified by the teacher through formative and summative data analysis. Title 1 students will be included, as well as non-title 1 students who are in need of intervention.

If Distance Learning continues for the 2020-21 school year, small group opportunities will be embedded into the schedule.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$3,480.00

Source(s)

LCFF \$1,740.00

Title 1 \$1,740.00

Budget Reference(s)

010-1103-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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All students

Strategy/Activity

Purchase of licences for interactive web based math program to support student learning. The programs can be used to support student learning needs (build skills), as well as support students who need to be challenged. Programs purchased Manga High and Delta Math. The district supported the site with a one time cost for Maneuvering the Middle.

Manga High is a gamified program that allows students to practice skills learned in class. It offers the students an interactive learning platform and they earn medals for their progress. In addition, it allows for opportunities to compete with other students around the world.

Delta Math - provides students to practice skills that they are struggling with. This platform provides them step by step help, and it allows the teacher to provide students with a program which focuses on the specific skills they need help with.

Maneuvering the Middle - offers both an online platform and hard copy options for students, and is specifically designed for 6th grade students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4,500.00 Manga High \$800.00 Delta Math
Source(s)	Title 1
Budget Reference(s)	010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Cross grade level articulation. 7th and 8th grade teachers will articulate with the high school 9th grade teachers. 6th grade teachers will articulate with district 5th grade teachers from the feeder schools. This is a district supported activity, and there will be no cost to the site.

In school articulation 6th to 7th and 7th to 8th to find target areas for learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No cost to site
Source(s)	
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

All students

Strategy/Activity

Math teachers will be encouraged to participate in professional development that has a focus on addressing the needs of language learners and those students who are challenged with reading and writing.

In addition, math teachers will be encouraged to attend professional development opportunities that will assist in the further development of math skills and learning pedagogy.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Professional Development \$3,500
Source(s)	LCFF \$1,000.00 Title 1 \$2,500.00
Budget Reference(s)	010-4300-0000-0-4760-1000-005-200-L113-0 010-1103-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

All students

Strategy/Activity

Math workbooks 7th grade, and Open Up workbook for 6th grade

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,000.00 \$3,500.00
Source(s)	Title 1

LCFF

Budget Reference(s)

010-4300-3010-0-1110-1000-005-200-0000-0
010-4300-0000-0-4760-1000-005-200-L113-0

Goal 3 School Climate, including suspension & attendance outcomes

Due to COVID-19 closure and subsequent Distance Learning/Hybrid model we expect to see a decrease in issues related to behavior, but expect to see a need for Social and Emotional support.

Our goal that by June of 2020, student suspensions and expulsions will decrease by 5% was not met. We did see a decrease in suspensions from 54 in the 18-19 school year to 45 in the 19-20 school year. Expulsions were relatively the same with 4 expulsions in 18-19 and 5 in 19-20.

Rio Del Valle will continue its implementation of CHAMPS. As new teachers are hired they are offered the opportunity to attend CHAMPS training. Each teacher is provided a manual with numerous strategies to be used within the classroom and in shared spaces.

Rio Del Valle also implemented the *Caring Classrooms*, curriculum to address the SEL needs of the students. The delivery of this curriculum has been impacted by the Distance Learning model.

RDV facilities continues in it's improvement stages. Goals within facilities improvement are:

- Outdoor field improvements
- Cafeteria and MPR improvements

For COVID needs we will focus on the following areas:

- improve classrooms to address distancing and proper air circulation
- create new outdoor spaces to increase available teaching areas
- Provide students and staff with proper PPE and safety equipment

RDV will secure full-time, highly qualified teachers in all departments.

Rio del Valle will continue to develop opportunities for students within the arts, History, STEAM, Peer Support and athletics. In addition, RDV seeks to further develop the Pathway courses - Patient Care, AG, Coding, and Robotics so that they align properly with the Pathways & Academies at the high schools we feed into. This will provide students with additional opportunities for College and Career readiness.

Rio del Valle will seek to improve attendance by 2% over the 95.72% average by creating a warm and caring environment which will include opportunities for students to engage with each other in positive social climates, provide learning opportunities outside of the regular classroom, participate in sports, implement CHAMPS, provide opportunities for recognition, and support our extended learning day - ASES.

Basis for this Goal

Youth Truth Survey

California Healthy Kids Survey

Summative DATA on discipline and attendance

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Evaluation of CHAMPS Implementation

Implementation of Caring Schools

Development of MTSS in academics and behavior

Last year RDV had approximately 45 days of suspension, a 1.2% decrease from the previous year's 54 days of suspension. Our goal is to reduce this amount with the use of alternative means of corrections, developing structures within our school climate to support students and teachers. In order to accomplish this, RDV needs to improve record keeping, professional development, parent outreach, and building community networks that will support our students and families.

Attendance has been strong at RDV, but within the small percentages of frequently absent students, there is a need to identify the factors that impact these absences. Increasing the use of SART, SARB, and our district nurse will support us in identifying these needs and therefore our students/families. We have seen an increase in independent study contracts during the times of Winter Break and Spring Break. During Distance Learning attendance has been challenging. In addition to the steps we would normally take, we are adding a re-engagement piece in which a plan to help students connect better while on distance learning will be developed with the parent, student, and teachers.

MTSS will be measured by the number of students that are served by the IPT process, and identified by teachers for intervention support in reading and math. In addition, the counselors will keep data on the students that they service. This will be especially helpful during Distance Learning.

Suspensions will be monitored monthly. Where possible alternative forms of discipline correction will be used and documented. Alternative means of corrections will be reviewed prior to any suspension, and a list provided to the district office.

Classroom implementation of CHAMPS will be monitored with walk-throughs by site Principal, Asst. Principal and Leadership Team.

LEARN MORE Suspension Rate

All Students State



Green

4.8% suspended at least once

Declined 1.5% Ⓞ

Number of Students: 797

Student attendance averaged 95.72% in 2018-2019. Our goal has been to reach 97% attendance, but we have fallen short of this goal for the past three years.

LEARN MORE Chronic Absenteeism

All Students State



Orange

10% chronically absent

Increased 1.7% Ⓞ

Number of Students: 797

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Dashboard Suspension	45	20
District Reports Attendance	96.4%	96.8%

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

6th-8th grade females

Strategy/Activity

Girls STEAM club - collaboration with CSUCI or other partner

Female students will be encouraged to join this after school club in order to increase the number of female students interested in the sciences. A RDV science teacher will work with CSUCI science student to develop engaging activities. Students will also have the opportunity to present their projects in the county science fair.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,500.00
Source(s)	LCFF
Budget Reference(s)	010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Increase opportunities for students to participate in athletics. Provide stipend to athletic director(s) and athletic coaches. Pay for entering county and city sports programs.

Due to COVID sports for this year have been canceled. We will carry this goal on without any cost for the 2020-2021 school year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	
Source(s)	
Budget Reference(s)	010-5710-0000-0-1110-4200-005-D00-0025-0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Add high interest elective courses to the master schedule:

Robotics, Minecraft, Music, Art, Technology, and Patient Care - focus on medical field.

Adding courses to the master schedule does not have a cost attached to it, but there are material cost to support the activities within these classes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,500.00 \$16,000.00 Pathway Courses
Source(s)	LCFF Special Projects
Budget Reference(s)	010-4300-6382-0-1110-1000-005-200-R2GD-0 010-4300-6382-0-1110-1000-005-200-R2SS-0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Rio del Valle Middle School has committed to developing a safe and caring environment. We will continue the implementation of CHAMPS schoolwide. This entails ongoing training of school staff, additional materials needed to implement strategies and safe areas for students. Implementation of

Caring Schools curriculum in homeroom classes. Caring Schools curriculum aims to support student peer/teacher relationships. Assemblies on bullying.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000.00
Source(s)	LCFF \$1,000.00 Title 1 \$1,000.00
Budget Reference(s)	010-5200-0000-0-4760-1000-005-200-L113-0 010-1103-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Recognize students for perfect attendance, achievement within the 5Cs, achievement in State Assessments

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5,000.00
Source(s)	LCFF
Budget Reference(s)	010-4300-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

ASB coordinator(s) stipend. Responsible for teaching student leadership classes, directing and calendaring all school site student activity programs, and ensuring the integrity of the financial management of all student body funds. ASB will host a variety of activities to promote student engagement, peer relationships, positive school climate, and support activities such as sports banquet and trimester awards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,600.00 \$2,000.00
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Source(s)	Title 1 LCFF
Budget Reference(s)	010-1103-3010-0-1110-1000-005-200-0000-0 010-4300-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Gardening and Art activities that promote positive school environment.
Sewing club
MESA

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,500.00
Source(s)	Title 1
Budget Reference(s)	010-4300-3010-0-1110-1000-005-200-0000-0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All students with excessive absences

Strategy/Activity

Using district reports, and programs such as Q, we will identify students that are excessively absent. In addition, we will monitor and follow up on independent study contracts and their completion. Students with excessive absences will be offered the opportunity to develop a plan that will assist the student and family with re-engaging in school. This may be individualized for each student.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2500.00
Source(s)	LCFF
Budget Reference(s)	010-4300-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 9

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Community outreach

- Parent Workshops

Provide RDV families topics of interest, including guest speakers

- College and Career Day event

A planned day to introduce students to different careers, college/university representatives

- Peer resources training

- SARC

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$1,500.00

\$1,500.00

Source(s)

Title 1

LCFF

Budget Reference(s)

010-4300-3010-0-1110-1000-005-200-0000-0

010-5800-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 10

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide students with needed PPE and other COVID-19 related expenses

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$4,606

Source(s)

LCFF

Budget Reference(s)

010-4300-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 11

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Upgrades to school library
 - updating furniture and shelving
 - Creating tech spaces and additional high interest books

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,000.00 LCFF \$ 3842 Title 1
Source(s)	LCFF Title 1
Budget Reference(s)	010-4300-0000-0-4760-1000-005-200-L113-0 010-1103-3010-0-1110-1000-005-200-0000-0

Goal 4 Academic Support in other content areas: Science, Social Science, After-School Program and Physical Education

All Students

Basis for this Goal

The intent of this goal is to ensure that all content areas have the resources they need in order to provide students with a well-rounded education. This goal will support student learning in writing in science and social science, healthy lifestyle, and teacher professional development within these areas.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
District Analysis CFA ELA & CAASPP	37%	47%
CFA Math & CAASPP	22.3%	47%
Healthy Kid Survey	70%	85%

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All science students

Strategy/Activity

Purchase of STEMScopes to support student advancement in Integrated Science NGSS standards.
Purchase supplemental supplies to support learning within the science class and lab.

Proposed Expenditures for this Strategy/Activity

Amount(s)	10,000.00
Source(s)	LCFF
Budget Reference(s)	010-5200-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

History students

Strategy/Activity

Social Studies History night will allow students to develop writing and presentation skills. In addition, this annual event allows parents to partner and engage with their students, teachers, and the school site.

During Distance Learning this event may be done by Zoom, or if we are back on site we can develop protocols to host a smaller and safer event.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000.00
Source(s)	LCFF
Budget Reference(s)	010-4300-0000-0-1110-4760-005-200-L113-0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Purchase of Social Science workbooks for grades 7th and 8th

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$8,000.00
Source(s)	LCFF
Budget Reference(s)	010-4300-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students on site

Strategy/Activity

Due to Distance Learning physical education will need an alternative web based program. P.E will use TeacherFit and an additional program to support students with an active lifestyle, especially during a time when much more time is spent sitting.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4,500.00
Source(s)	LCFF
Budget Reference(s)	010-4300-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide students with an after school program that will support their learning. After school program will provide the students a snack, time for student engagement, and tutoring. ASES will focus on student who need additional support in academics. They will be provided tutoring, access to the library and technology.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5,000.00
Source(s)	LCFF
Budget Reference(s)	010-4300-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Organization and study agendas

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4,500
Source(s)	LCFF
Budget Reference(s)	010-4300-0000-0-4760-1000-005-200-L113-0

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide students with needed supplies throughout the year

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$15,000.00
Source(s)	LCFF
Budget Reference(s)	010-4300-0000-0-4760-1000-005-200-L113-0

Annual Review and Update

SPSA Year Reviewed: 2020–21

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

SCHOOL GOAL Reading: By June 2021, 42% of RDV students will meet or exceed the standard as measured by the CAASPP assessment. In the 2018-2019 CAASPP exam approximately 35.3% of all students met or exceeded the standard. Within our EL subgroup 12.3% met the standard, our goal is that 13.6% of the EL students meet the standard. The EL goal was met.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	45%	35.3%
CAASPP EL Subgroup	12%	12.3%

STRATEGIES/ACTIVITIES

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Activity 1 Purchase additional, high interesting reading materials for the RDV library and RDV students	Principal and language arts teachers	With student and teacher input, RDV will purchase additional, high interest reading materials for students and the library. Including books in student's primary language. Including novels that students need in primary language. Due to COVID, novels will be purchased for home use for each student.	\$2,000 Title I \$3,00 LCFF
Activity 2 Target group LTELS - Long term EL students AVID Excel	Principal, AVID Excel Teachers, AVID Coordinator, EL teachers, ELC	AVID Excel provides a structured and rigorous program targeting the reading and writing skills that students will need for academic success. Over the past 3 years of implementation we have seen substantial growth in the EL subgroup in both math and language arts. Provides students the opportunity to engage in visiting universities, colleges and hear from speakers regarding higher education and career possibilities.	Summer institute \$4,800 Title I College Field trips/speakers \$500 Title I Parent nights \$500 Title I AVID Tutors \$7,200 LCFF Supplies & Materials \$1,000 LCFF

<p>Activity 3 AVID - all students including all subgroups</p>	<p>Principal , Asst. Principal, Counselor, AVID Coordinators, teachers</p>	<p>AVID has been a continuous and sought after program at Rio del Valle for over 10 years. Students develop skills in organization, time management, note taking and other strategies to make learning more attainable. Students have the opportunity to learn more about college and career paths through visits and guest speakers. This program is targeted to students who will be first generation college going and those who need additional guidance and support.</p>	<table border="0"> <tr> <td>Summer Institute</td> <td>\$14,500</td> <td>Title 1</td> </tr> <tr> <td>Coordinator Stipend</td> <td>\$1,700</td> <td>Title 1</td> </tr> <tr> <td>Tutors</td> <td>\$7200</td> <td>LCFF</td> </tr> <tr> <td>Supplies & Materials</td> <td>\$1,500</td> <td>LCFF</td> </tr> <tr> <td>College Field Trips</td> <td>\$1,500</td> <td>LCFF</td> </tr> <tr> <td>Family Nights</td> <td>\$ 500</td> <td>LCFF</td> </tr> </table>	Summer Institute	\$14,500	Title 1	Coordinator Stipend	\$1,700	Title 1	Tutors	\$7200	LCFF	Supplies & Materials	\$1,500	LCFF	College Field Trips	\$1,500	LCFF	Family Nights	\$ 500	LCFF
Summer Institute	\$14,500	Title 1																			
Coordinator Stipend	\$1,700	Title 1																			
Tutors	\$7200	LCFF																			
Supplies & Materials	\$1,500	LCFF																			
College Field Trips	\$1,500	LCFF																			
Family Nights	\$ 500	LCFF																			
<p>Activity 4 Development of academic writing</p>	<p>ELA teachers, Administration</p>	<p>Purchase of the workbook <i>Performance Assessment</i> published by Houghton Mifflin. This workbook is not part of the current adopted materials.</p> <p>The focus of this workbook is to provide writing structures and practice to students in a number of writing genres. It provides guided and independent practice, which is also aligned to current writing expectations of the SBAC.</p>	<p>Performance Assessment \$16,500 Title 1</p>																		
<p>Activity 5 ELD Newcomer, Level 1 & 2 support</p>	<p>ELC Counselor ELD teacher Administrator</p>	<p>Purchase of <i>Imagine Learning</i> online platform. This program has been used by our students who are in the early stages of learning English. It provides students practice - both at home and at school.</p> <p>The cost varies year to year as it is a per student licence</p>	<p>Imagine Learning \$6,200 Title 1</p>																		
<p>Activity 6 Professional Development</p>	<p>Administration Teachers</p>	<p>Teachers are highly encouraged to seek out professional development that will contribute to growth in the areas of language arts and ELD.</p>	<p>Professional Development \$3,000 Title 1</p>																		
<p>Activity 7 Master Schedule Development</p>	<p>Administration</p>	<p>Principal, Assistant Principal and scheduling team, with input from stakeholders will develop a daily schedule that will support students, and provide opportunities for teachers to collaborate and team.</p> <p>Professional development around the areas of PLCs and team work will be provided.</p>	<p>PLC and Team professional development \$3,000 LCFF</p>																		
<p>Activity 8 ELA and Social Studies Honors reading - fall novel</p>	<p>Honors Coordinator Teachers</p>	<p>Students in the honors programs have an additional summer/fall reading requirement in both language arts and social science</p>	<p>Purchase of novels \$1,000 LCFF</p>																		

Activity 9 English Language Arts Tutoring	Administration Teachers	Provide opportunities for students who need additional support to engage in tutoring after regular school hours, with their language arts teachers. The amount allotted provides for 58 hours of tutoring.	ELA tutoring \$2,320 \$1,160 LCFF \$1,160 Title 1
Activity 10 Spelling Bee	Administrator Teacher Lead	This activity is to hold and register for the County Spelling Bee, and any expenses tied to this activity.	\$500 LCFF
Activity 11 During Distance Learning we have purchased online platforms that will facilitate students accessing and engaging with their learning	Administration Teachers	Purchase of the online platforms to support students in language arts and ELD	IXL for ELA & ELD \$4,500 Title 1 Scholastic Action \$1,000 Title 1 EdPuzzle \$1,300 Title 1

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The 2020-21 began as a Distance Learning Model due to the COVID-19 pandemic. Although we continued to offer grade level and honors courses, and English Language Development classes for students designated English Learners, in order to support students with distance learning we also added:

- additional online platforms such as IXL for both language arts, ELD and Spanish 1
- we purchased novels students could keep at home
- Imagine Learning for newcomers and year 2 language learners

Continued programs that have supported students and have been carried over are as follows:

- all students have one-to-one devices and receive tech support through the school site
- Students without wifi were provided a device to connect to school
- Title 1 - EL students are provided one hour per week of tutoring outside of the normal day
- AVID teachers attended a virtual summer institute
- CALL training was attended by the remaining members of our staff at the beginning of the school year

Unfortunately, due to the mid-year closure in March 2020, it is difficult to assess the progress the students made, and the impact any of our programs had on learning. Based on previous outcomes, our students made overall improvements, although certain grade levels demonstrated difficulty with the CAASPP exam.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

It was challenging to measure growth made last year due to the unexpected closure in March of 2020. CAASPP was not taken by students in the 2019-2020 school year, therefore we have to use the 2018-2019 scores to measure growth or regression. There were no significant forms of assessment that were provided in the remainder of the 19-20 school year.

The combined strategies that the plan has called for resulted in an improvement in reading as measured by the CAASPP exam. This school year may show slower growth due to difficulty engaging students in the Distance Learning model. Our improvements have been slow, but steady over the past two school years, and we expect that our students will have growth, but possibly at a slower pace. Our subgroups have been improving at a greater rate than prior to two years ago, and we expect them to make growth again through the challenges they have faced this school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The only material differences between the proposed expenditures and the actual expenses that I foresee is a saving in the AVID/AVID Excel tutoring expense. Due to distance learning these funds may not be applied, and therefore we can relocate them. All funds called for in the fund, and approved by our school site council will be used toward the literacy learning goals of the students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we adjusted the expected outcomes for students meeting and/or exceeding on the State exam. In the absence of a prior year baseline, we are using the baseline from 2019-2020 and estimating the potential impact the closure has had on student learning, to establish goals for this school year.

In addition, we have implemented a number of online learning platforms to support students in learning. While the language arts and English Language Development program continues to rest on the standards as outlined by the State, additional support has been put in place to keep students engaged and advancing.

Goal 2

SCHOOL GOAL: Mathematics By June 2021, 25% of RDV students will meet or exceed the standard as measured by the CAASPP assessment. In the 2018-2019 CAASPP exam approximately 19.33% of students met the standard. In 2017-2018 student average was 22.33% there was a slide in growth of about 3% over last assessed year. Our goal is to have 5% of our EL students meet or exceed the standard. In the 2018-2019 year's average was 8% an increase of 3.7% over the prior year of 2017-2018.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math	25%	21%
CAASPP EL Subgroup	5%	8%

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Activity 1 Development of master schedule	Administration counselor teachers	Principal, Assistant Principal and scheduling team, with input from stakeholders will develop a daily schedule that will support students, and provide opportunities for teachers to collaborate and team. Professional development around the areas of PLCs and team work will be provided.	No cost
Activity 2 Tutoring in Math will be offered to students. These students will be identified by the counselor, administration, and teachers	Principal, Counselor, math teachers	Additional Math support will be given to Title 1 students. Formative assessment data and student grades will be used to identify students. Teachers will inform students and families of tutoring opportunities.	Tutoring \$3,480 \$ 1,740 LCFF \$ 1,740 Title I This equals approximately 87 hours of tutoring.

Activity 3 MangaHigh Delta Math	Math Teachers	Each student school-wide will have access to MangaHigh and Delta Math in order to practice math skills.	Manga High \$4,500 Title I Delta Math \$ 800 Title I
Activity 4 Cross grade level articulation	Administration District Teachers	Create opportunities to have teachers collaborate across grades levels to support student learning needs. Cost for subs may be needed.	\$1,000
Activity 5 Professional Development for math teachers	Administration Teachers	Math teachers will be encouraged to seek out, and participate in math related professional development	\$3,500 \$1,000 LCFF \$2,500 Title I
Activity 6 Math Workbooks for 7th and 6th grade	Librarian Teaches	Math teachers at 6th and 7th use math workbooks that supplement their current curriculum	\$6,000 Title I \$3,000 LCFF

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The majority of the strategies mentioned in this plan were carried over from the previous school year plan. Due to the unexpected closure in March of 2019-2020 we do not have complete data to assess the outcomes of the plan goals. Additional follow-up needs to be done in accessing professional development for teachers, that is both relevant and engaging.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The following assessment is from the previous school year in which students participated in the CAASPP:

The strategies and activities resulted in an increase in student performance of about 2.7% over the previous year, but we did not meet our goal of 25% of students meeting standard at every grade level. 8th grade students reached this goal, but the other two grade levels fell a little short of the goal.

There is no CAASPP data available for the 2019-2020 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences in the proposed expenses and the actual expenses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For this year we have kept the same strategies and activities. We have added the following:

- more math content area teachers to attend professional development events
- we have increased the number of hours that we will be providing after school tutoring
- we added online platforms to support students during Distance Learning/Hybrid Learning

Goal 3

SCHOOL GOAL 3: School Climate, including suspension & attendance outcomes

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance	97%	95.72
Suspensions	45	Decrease of 16% (54 previous year)
Expulsions	5	Increase of 25% (4 previous year)

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Activity 1 Girls STEAM	Administration Advising Teacher	In partnership with CSUCI and/or UCSB this afterschool program promotes the sciences for underrepresented female students. Students engage in hands-on science projects and discovery. This budget will assist with supplies and certificated pay.	\$1,500 LCFF
Activity 2 Athletics	Administration Athletic Director Coaches	While this goal was kept in the plan, a budget was not provided as currently sports are not allowed due to COVID-19 safety guidelines.	no cost for the 2020-2021 school year
Activity 3 Adding high interest courses, that lead to HS pathways/Academies	Administration Teachers	This goal will focus on developing a robust and engaging offering of elective courses that prepare our students to move into Pathway and/or Academies at the high schools we feed into.	\$19,500 LCFF
Activity 4 Implementing programs/strategies that will create a nurturing environment and SEL for our students and staff	Administration Teachers Support staff	Continued training on CHAMPS for all staff - training through VCOE and materials needed Implementation and Training for Caring Schools an SEL program that will be used to improve student relationships with each other and adults on site, as well as develop an increased awareness of their personal strengths.	\$2,000 \$1,000 LCFF \$1,000 Title I

Activity 5 Recognitions for perfect attendance, achievement of the 5Cs, and CAASPP/ELPAC achievement	Administration Teachers	This budget will be used to promote attendance and to recognize students for their many accomplishments throughout the school year. This may include promotion activities.	\$5,000 LCFF
Activity 6 ASB Coordinator stipend	Administration Teachers	This budget will pay the stipend for two ASB advisors. ASB is responsible and active in creating many events that engage both students and the community. There are some events that are jointly sponsored by ASB and the school, this budget will support such expenses.	\$2,600 Stipend Title 1 \$2,000 LCFF
Activity 7 Promote clubs and activities	Administration Teachers	This budget will be used to support the development of clubs and courses that will engage students, and provide added opportunities for students to discover new interest	\$2,500
Activity 8 Support for students that are excessively absent	Administration Office Personnel teachers	This budget will be used to support cost associated with re-engaging students and families who are demonstrating excessive absences. These funds can be used to pay for office staff overtimes, afterschool or Saturday sessions for students, parent meetings, etc...	\$2,500 LCFF
Activity 9 Parent and Community Outreach	Administration Counselors Teachers	Student, parent and community outreach is essential for developing relationships with our families and students. This budget will fund events such as: <ul style="list-style-type: none"> ● Parent workshops ● College and Career Day ● Peer Resource ● SARC 	\$3,000 \$1,500 LCFF \$1,500 Title 1

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

These goals were impacted by the unexpected closure in March 2020, but we did have partial attendance data, suspension and expulsion data. We were also able to accomplish a number of recognition events including - Trimester awards, CAASPP/ELPAC awards, and 8th grade promotion.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our goal in attendance was to meet the 97% active attendance, prior to closure we were at 96% and after the closure attendance dropped to approximately 95.5%. Suspensions decreased from 54 to 45, and expulsions increased by 1. Three of the 5 expulsion were related to 1 incident.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Proposed expenditures match the actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes were made to this goal in order to reflect the needs of our current situation due to COVID-19. Students are currently in a Distance Learning program. We have prepared for both online instructions, and a possible Hybrid program. We have removed the cost related to athletics, and increased in the areas of supplies and materials, as we are providing students these items to have at home.

Goal 4

School Goal #4: Academic Support on other content areas - Science, Social Science, After-School Program and Physical Education

The intent of this goal is to provide parity for all courses taught at the school site. Each area contributes to the overall success of our students. This goal will supplement the curriculum in science, social science, physical education, electives, and the after school program. It will support the programs with license purchases, materials & supplies, and family events.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
District Analysis CFA ELA & CAASPP	45%	35%
CFA Math & CAASPP	25%	19.3%
Healthy Kids Survey		

Action/Date Ongoing September-June	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Activity 1 STEMScopes	Administration Teachers	STEMScopes is used to supplement an older curriculum and the NGSS (science standards).	\$10,000 LCFF
Activity 2 Social Studies History Night - Student Parent Event	Teachers	History Night is an opportunity for students to showcase their learning through the development of research and a project. During distance learning or a possible Hybrid Model this event may take on new form, but we are encouraged to continue providing these opportunities for students and families to engage with the school.	\$2,000 LCFF
Activity 3 Social Science Workbooks	Librarian Teachers	Supplemental to the current curriculum that is taught in grades 6th-8th grades, teachers use the workbook to support student learning.	\$8,000 LCFF

Activity 4 Physical Education alternative activities to support Distance Learning - TeacherFit	P.E teachers	In an effort to provide students with continued health and physical welfare, the p.e department will implement an online program to support students in maintaining an active life style, especially during the sedentary nature of Distance Learning.	\$4.500 LCFF
Activity 5 After-school program	Administration ASES Director ASES Coordinator	This budget is set aside to support the ASES program with supplies, materials, and technology needs. In addition, this budget may support program needs that will directly impact student learning and SEL.	\$5.000 LCFF
Activity 6 Student study agendas	Administration Office Manager	Agendas shall be purchased for students in order to provide them the skills of organization, increase communication with parents, as well as provide students a resource they can use that summarizes study skills such as those used in - AVID, math, and writing.	\$4.500 LCFF
Activity 7 Supplies	Administration Office Manager Staff	This budget is set aside to ensure that we are able to restock supplies and materials that students will use throughout the school year. Given the school closure, additional money will be spent in providing students the materials and supplies they will need at home.	\$15.000 LCFF

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Goal 4 strategies have been implemented in prior years in order to supplement students learning and access in all areas of the learning environment.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies have been successful in providing opportunities for students and their families to engage in school activities. The area of science has been supplemented with more current activities that align better with the new science standards. The afterschool program was provided computers and a computer cart to support student tutoring after school. P.E has been able to replace over used equipment to provide students with properly operational equipment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were not any material differences in the expenditures outlined in the plan.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After reviewing the needs of the school, we are allocating additional funds to this goal. These additional funds will be used to provide more opportunities for the community to participate in school activities, increased athletic opportunities for students, and address the needs during Distance Learning.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 252,406.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 199,848

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title 1	\$85,442.00

Subtotal of consolidated federal funds for this school: \$ 85,442.00

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$113,406.00
ASES	\$ 1,000.00
	\$

Subtotal of consolidated state or local funds for this school: \$ 114,406.00

Total of consolidated (federal, state, and/or local) funds for this school: \$199,848

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.