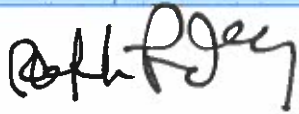


School Year: 2019-2020

Single Plan for Student Achievement (SPSA) Template

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 Sol School K-8	56-72561-0137018		

Ralph Córdova, Ph.D.  1-6-2020
 Name of School Principal Signature of School Principal Date

Mr. Robert Chatman  08 JAN 20
 Name of SSC Chairperson Signature of SSC Chairperson Date

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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

Site Level:
 Rio del Sol is a new school, which opened its doors in August 2018. This is our second year. As part of our professional practice at RDS, we have established a culture of collaboration where teachers plan on a weekly basis in a Design Time period. CAASPP data and student performance informs teachers' planning in Design Time.

The 2018-2019 CAASPP scores represent a baseline for Rio Del Sol, which will allow us to begin to identify and analyze trends, determine areas of academic and socio-emotional needs, and set goals for achieving increases in CAASPP performance.

The principal, School Site Council members, teacher leaders, and English Language Advisory Committee members reviewed State and Local Assessment data. Based upon achievement trends, we plan the following activities.

1. Established a teacher leadership team, curricular goals; develop a curricular, pedagogical and assessment model (13-day Summer Institute 8/5-8/21 2019).
2. Established a School Site Council (11/7, 12/19, 1/16, 2/13, 3/19, 4/23, 5/21, 6/4).
3. Established an English Learner Advisory Committee (11/6, 12/18, 1/29, 2/12, 3/5, 4/29, 5/13, 6/10)
4. Parent Teacher Student Association (8/30, 9/13, 10/11, 11/8, 12/13, 1/10, 2/21, 3/13, 4/3, 5/15, 12/12))
5. Created a professional development collaborative team to discuss effective practices and review data (13-day Summer Institute 8/5-8/21).
6. Created Design Time for planning structure: Weekly Monday and Tuesday meetings, 85 minutes per grade level, for 27 weeks (9/9, 10, 16, 17, 23, 24; 10/1, 7, 14, 15, 28, 29; 11/4 & 5, 12/2, 3, 9, 10, 16, 17; 2/24 & 25; 3/2, 3, 9, 10, 16, 17, 23, 24, 30, 31; 4/20, 21, 27, 28; 5/4, 5, 11, 12, 18, 19; 6/1, 2, 8, 9).
7. Established Report Card Redesign Committee.
8. Integrated the use of technology into daily curriculum design.
9. Developed and maintain Intervention Progress Team to support struggling students.
10. Continued efforts to support and maintain our Teacher Leadership culture.
11. School Site Council approved SPSA on December 19, 2019.
12. Rio School District Board of Trustees will approve the plan on January 15, 2020.

Goals, Strategies, & Proposed Expenditures

Goal 1: English Language Arts

English-language Arts. For the 2018-2019 school year, the percentage of students meeting/exceeding proficiency was **57.94%**.

Our goal is to move last year's 57.94% overall ELA performance to 61% by the May 2020 CAASPP performance. This goal is relevant as we are on a continuous improvement cycle for student performance.

Basis for this Goal

The overall percentage of met or exceeded on the CAASPP ELA for the 2018-2019 school year was **57.94%**. Last year was the first time 3rd-6th grade students took the CAASPP, thus establishing a baseline for performance achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA	57.94% of 3rd-6th graders earned a score of 3 or 4.	61% of 3rd-7th graders will earn a score of 3 or 4.
CAASPP ELA EL subgroup	40.20% of 3rd-6th graders earned a score of 3 or 4.	42.5% of 3rd-7th graders will earn a score of 3 or 4.

2018-2019 ELA CAASPP performance for ALL students at Rio Del Sol (first year to take CAASPP as a school)	57.95%
2018-2019 ELA CAASPP performance for ELL students at Rio Del Sol (first year to take CAASPP as a school)	40.20%

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

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

All students

Strategy/Activity

The school will establish collaborative teacher teams to meet during their Design Time to discuss effective strategies and monitor the progress of students. Teacher leaders will refine a multi-tiered system of support to help address literacy growth. Support and professional development for literacy in all subject areas will continue to support and align to the 5Cs characteristics (Collaborating, Critical Thinking, Creating, Communicating and Caring) of engaging students.

1. Common Planning Time during the school day and after school will allow teachers to collaborate about effective practices and monitor student progress (substitutes for planning days/ grade level meetings).

1.a. Substitutes for Design Time teacher planning: Weekly Monday and Tuesday meetings, 85 minutes per grade level, for 27. Weeks (9/9, 10, 16, 17, 23, 24; 10/1, 7, 14, 15, 28, 29; 11/4 & 5, 12/2, 3, 9, 10, 16, 17; 2/24 & 25; 3/2, 3, 9, 10, 16, 17, 23, 24, 30, 31; 4/20, 21, 27, 28; 5/4, 5, 11, 12, 18, 19; 6/1, 2, 8, 9): **\$24,000.**

1.b. Support effective integration of ELA standards and literacy through Science, Math, Social

Single Plan for Student Achievement| Page 3 of 14

Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, ELD, NGSS, ST-Math, Kindergarten Conference, workshops, etc. **\$10,000**

2. A Multi-Tiered System of Support will be refined which includes parent involvement in the process of monitoring student support and enrichment opportunities.

2.a. Teacher teams develop objectives, goals, curriculum and learning experiences; plan and review literacy and math practices and benchmark assessments.

2.b. Professional development (ex. Literacy, Math, Science, CHAMPS, MTSS, RtI) for staff (substitutes for planning days/grade level meetings) **\$5,000**

2.c. Purchase supplemental curriculum and/or reading material for the targeted intervention and enrichment in all subject areas

2.d. Parent involvement; Translation support and meeting supplies

2.e. Assessment support (Substitutes, Kindergarten assessments, formative assessment review)

2.f. School based counseling support; progress monitoring and SEL supports

2.g. Reading intervention teacher (70 days/5 hrs) **\$30,000**

2.h. Support Specialist/Office staff **\$7,000**

3. Increased library access (before and after school extended library hours) with improved selection of material available for student and staff use.

3.a. Follett Library Books **\$2,500**

3.b. Part-time Library Clerk **\$8,000**

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$ 86,500
Source(s)	LCFF: \$ 34,000 Title 1: \$ 52,500
Budget Reference(s)	LCFF, Title I

Goal 2: Math

For the 2018–19 school year, the percentage of students meeting/exceeding proficiency on the Math CAASPP was **40.59%**. Math goals and expectations will continue to support and align instructional practices that will increase student depth of knowledge in math.

Our goal is to move last year's 40.59% overall Math performance to to 43% by the May 2020 CAASPP performance. This goal is relevant as we are on a continuous improvement cycle for student performance. Furthermore, the District has math mathematics performance a priority for all schools.

2018-2019 Math CAASPP performance for ALL students at Rio Del Sol (first year to take CAASPP as a school)	40.59%
2018-2019 ELA CAASPP performance for ELL students at Rio Del Sol (first year to take CAASPP as a school)	30.22%

Basis for this Goal

RDS CAASPP scores represent individual student performance from their previous schools within and outside of the District. Supporting student growth in math will support our goal of 32% of all students meeting or exceeding math expectations on the CAASPP.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Math	40.59% of 3rd-6th graders earned a score of 3 or 4.	43% of 3rd-7th graders will earn a score of 3 or 4.
CAASPP Math EL Subgroup	30.22% of 3rd-6th graders earned a score of 3 or 4.	33% of 3rd-7th graders will earn a score of 3 or 4.

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

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

Substitutes for 2 collaboration days per week for the first September-June.

Strategy/Activity

1. Design Time during the school day and after school will allow teachers to collaborate about effective practices and monitor student progress (substitutes for planning days/ grade level meetings).
 - 1.a. Substitutes for Design Time teacher planning: Weekly Monday and Tuesday meetings, 85 minutes per grade level, for 27. Weeks (9/9, 10, 16, 17, 23, 24; 10/1, 7, 14, 15, 28, 29; 11/4 & 5, 12/2, 3, 9, 10, 16, 17; 2/24 & 25; 3/2, 3, 9, 10, 16, 17, 23, 24, 30, 31; 4/20, 21, 27, 28; 5/4, 5, 11, 12, 18, 19; 6/1, 2, 8, 9).
 - 1.b. Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, RALLI, ELD, NGSS, ST-Math, Kindergarten Conference, workshops, etc.
2. A Multi-Tiered System of Support will be refined which includes parent involvement in the process of monitoring student support and enrichment opportunities.
 - 2.a. Teacher teams develop objectives, goals, curriculum and learning experiences; plan and review literacy and math practices and benchmark assessments.
 - 2.b. Professional development (ex. Literacy, Math, Science, CHAMPS, MTSS, RtI) for staff (substitutes for planning days/grade level meetings)
 - 2.c. Purchase supplemental curriculum and/or reading material for the targeted intervention and enrichment in all subject areas
 - 2.d. Parent involvement; Translation support and meeting supplies
 - 2.e. Assessment support (Substitutes, Kindergarten assessments, formative assessment review)
 - 2.f. School based counseling support; progress monitoring and SEL supports
 - 2.g. Reading intervention teacher (70 days/5 hrs)
 - 2.h. Support Specialist/Office staff.
3. ST-Math Subscription for K-7: \$14,000

5. Plan and support literacy, math, sciences and arts enrichment opportunities for students throughout the school day and after school. Fees and incentives for collaborative projects and literacy initiatives (ex. Spelling Bee, Literacy, Math and Science Nights, presentations, GATE supplies)

4.a. Implementation of intervention tutoring support after-school

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$14,000
Source(s)	LCFF: Title 1: \$14,000
Budget Reference(s)	Title 1

Goal 3: English Language Learners

For the 2018-19 school year, we will increase the number of English Learners performing at level 4 on the ELPAC so they will meet reclassification criteria. We will also increase the number of students in the EL subgroup meeting or exceeding performance levels on CAASPP ELA by 3%.

Our goal is to increase last year’s overall ELPACT performance at Level 4 from 27.08% to 31%. Our goal is to reduce last year’s 43.75% overall ELPAC for Level 3 to 35%, and reduce last year’s Level 2 from 43.75% performance to 34% by the May 2020 CAASPP performance. This goal is relevant as we have a significant population of English Language Learners with linguistic and academic needs, whose success is our goal.

Level 4: 27.08%

Level 3: 43.75%

Level 2: 28.13%

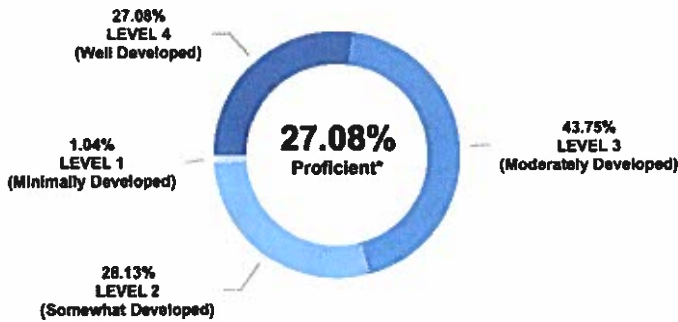
Level 1: 1.04%

Report Options

Year: 2018-19 Grade: All Grades Student Group: All Students (Default) Apply Filters

English Language Proficiency for Summative ELPAC

Percent of students within each performance level



2018-2019 ELPAC Levels at RDS	
Level 4:	27.08%
Level 3:	43.75%
Level 2:	28.13%
Level 1:	1.04%

2018-2019 ELPAC performance for ALL ELL students at Rio Del Sol:	Level 4, Proficient: 27.08% Level 3, Moderately Developed: 43.75% Levels 3 & 4: 70.83%
2018-2019 ELA CAASPP performance for ALL ELL students at Rio Del Sol (first year to take CAASPP as a school)	57.95%
2018-2019 Math CAASPP performance for ALL ELL students at Rio Del Sol (first year to take CAASPP as a school)	30.22%

Basis for this Goal

The percentage of students at each performance level based on ELPAC is:

- Level 4: 27.08%
- Level 3: 43.75%
- Level 2: 28.13%
- Level 1: 1.04%

CAASPP EL subgroup performance levels in ELA: meeting or exceeding is 40.20%. Increasing the number of students in the met/exceeding performance band by 5% will help us reach a 45.20% goal.

CAASPP EL subgroup performance levels in Math: meeting or exceeding is 30.22%. Increasing the number of students in the met/exceeding performance band by 5% will help us reach a 35.22% goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC	18% & 72%	22% & 76%
CAASPP ELA EL subgroup	39.1%	44.1%
CAASPP Math EL subgroup	30.4%	35.4%

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

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

English Learners and Low socio-economic

Strategy/Activity

1. Establish the Common Planning Time for collaborating during the school day will allow teachers to engage in effective practices and monitor student progress (substitutes for planning days/ grade level meetings).

1.a. Substitutes for Design Time teacher planning: Weekly Monday and Tuesday meetings, 85 minutes per grade level, for 27. Weeks (9/9, 10, 16, 17, 23, 24; 10/1, 7, 14, 15, 28, 29; 11/4 & 5, 12/2, 3, 9, 10, 16, 17; 2/24 & 25; 3/2, 3, 9, 10, 16, 17, 23, 24, 30, 31; 4/20, 21, 27, 28; 5/4, 5, 11, 12, 18, 19; 6/1, 2, 8, 9).

1.b. Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, ELD, NGSS, ST-Math, Kindergarten Conference, workshops, etc.

2. A school-wide targeted intervention program to address the reading accuracy, fluency and comprehension needs of struggling readers and English learners as measured by district benchmark assessments will be monitored on a regular basis.

Plan and calendar 6-8 week Rtl support for K-6th

3. Substitute teachers for teachers to examine data from Common Formative

4. Provide opportunities for experiential learning opportunities and inquiry design that integrates all subjects for a deeper and more engaging way to develop vocabulary and an understanding of the world and a variety of concepts in which to develop the English language around.

5. Provide parent education and outreach, translation support, and guidance on supporting EL learners and reclassification criteria (Coffee w/Principal, parent workshops, fliers, communication, etc.)

5.a. 2 Site EL coordinators **\$3,000**

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000
Source(s)	LCFF: \$ Title 1: \$ 3,000
Budget Reference(s)	LCFF, Title 1

Goal 4: Attendance

2018-2019 was our first year for our school. We do not yet have a Dashboard student data. However, District attendance data shows 96.6%.

Our goal is to increase attendance from last year's 96.6 to 97.5% for this year. This goal is relevant as attendance is directly related to students' academic performance and socio-emotional wellbeing.

Basis for this Goal

This is our baseline year. We do not yet have Dashboard data for attendance for the previous year. However, we are taking a proactive approach to address and increase student attendance.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CDE Dashboard- chronic absenteeism indicator	96.6%	97.5%

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

1. The school and district "Profile of a Learner" attributes will be integrated in all aspects of the day, curriculum and customer service practices. The 5C's, Collaborating, Creating, Critical Thinking, Communicating and Caring are orienting practices which we have defined within the backdrop of Rio del Sol's TransDisciplinary philosophy.
2. The school counselor will support student and family connections through parent meetings, parenting classes, Social and Emotional (SEL) Learning supports, school based counseling support, outreach efforts to all students. The school counselor will maintain connections and refer families to community agencies in efforts to increase developmental assets in the home, community and school. Support a Multi-tiered system of support for behavior which includes CHAMPS, Restorative Justice, Social-Emotional Learning (SEL), alternative means of corrections, etc. Purchase supplemental books and materials for social, emotional and behavioral supports.
3. Bridge the school day with the after school program to further engage students and support positive attendance during the day. The Design Time Committee (DPT) will establish the structure for Flowing Fridays, Single Plan for Student Achievement| Page 11 of 14

a way to sustain CPT for teachers. During Flowing Fridays students, community members and local leaders develop and enact workshops for our K-6 students.

4. Support a systematic process for monitoring attendance data in efforts to meet with parents and students with the goal of improving attendance.

5. Support a variety of playground activities for recess and P.E.

Proposed Expenditures for this Strategy/Activity

Amount(s)	N/A
Source(s)	
Budget Reference(s)	

Annual Review and Update

SPSA Year Reviewed: N/A Start-Up Year was 2018-2019

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

N/A Start-Up Year for Rio del Sol is 2018-2019

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
N/A	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
N/A	N/A	N/A	N/A

ANALYSIS

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

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

N/A Start-Up Year

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

N/A Start-Up Year

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

N/A Start-Up Year

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.

N/A Start-Up Year

Budget Summary and Consolidation - *Site Budgets for current year*

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	\$ 62,023.00

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

\$ 62,023.00

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 I	\$56,436.00

Subtotal of consolidated federal funds for this school: \$32,979.00

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 (\$)

Subtotal of consolidated state or local funds for this school: \$ 62,023.00

Total of consolidated (federal, state, and/or local) funds for this school: \$ 118,459.00