

School Year: 2019-2020


Rio Vista 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 Vista Middle School	56 72561 0113977	1/16/2020	TBD

Sarahi Jimenez
Name of School Interim Principal


Signature of School Interim Principal

1/16/2020
Date

Tyler Larson
Name of SSC Chairperson


Signature of SSC Chairperson

1/16/2020
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

District Level:

The Rio School District conducted a review of the nine Essential Program Components, but perhaps more importantly, analyzed the demands of state standards to include the Common Core and the district's current capacity to effectively deliver high quality instruction. The goal of the process is to continuously improve instructional practices and to deepen the understanding of Common Core practices necessary to provide ALL students access to a robust course of study.

Rio School District continues to craft a collaborative system that includes district-wide K-8 Curriculum Council, management and principal teams, site-level Professional Learning Communities (PLCs) as well as district level professional development and calibration. This network was effectively utilized throughout the needs assessment process to analyze data, identify priority needs, create action steps, and communicate with stakeholders. Educational Services worked with team members to create long-range goals and strategies (captured in the Local Control Accountability Plan) designed to improve student outcomes and college and career readiness.

Site Level:

Rio Vista 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 fourth Wednesday of the month. While presenting district initiatives, the council is involved in developing, approving, and overseeing the site specific initiatives. Moreover, the SSC 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 SSC 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 I 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

Mission Statement

Rio Vista Middle School is a safe and compassionate academic environment where all students are challenged through engaging educational experiences.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

By June 2020, the number of all students scoring Standard Exceeded or Standard Met in grades 6-8 will increase by 5% as measured by CAASPP English Language Arts scores school wide. The school will establish collaborative teacher department teams 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 (Collaboration, Critical Thinking, Creativity, Communication and Caring) of engaging students.

Basis for this Goal

Rio Vista Middle School desires to increase the amount of students scoring Standard Exceeded or Standard Met in Grades 6-8 on CAASPP.

English Language Arts



Yellow

English-Language Arts Indicator - 2019

Student Group	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Prior year number of valid students	PRIOR STATUS - Average distance from Standard
All Students	Low	Decreased	-89	-6.4	758	767	-82.6
English Learners	Very Low	Maintained	-113.8	-2.4	334	350	-111.4
Foster Youth	*	*	*	*	2	2	*
Homeless	Very Low	Increased Significantly	-107.8	50.5	30	20	-158.3
Socioeconomically Disadvantaged	Very Low	Decreased	-102.3	-7.7	496	599	-94.6
Students with Disabilities	Very Low	Maintained	-194.3	2.9	89	91	-197.2
African American	Very Low	*	-125	*	11	10	*
American Indian or Alaska Native	*	*	*	*	3	2	*
Asian	*	*	*	*	5	6	*

Filipino	Medium	Decreased Significantly	-10.6	-17.7	18	19	7.1
Hispanic	Very Low	Decreased	-96	-6	663	672	-90
Native Hawaiian or Pacific Islander	*	*	*	*	2	3	*
White	Low	Decreased	-28.1	-7.7	47	39	-20.5
Two or More Races	*	*	*	*	9	16	-44.2

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Review of 2018-19 CAASPP Data	37.3% of students met or exceeded standard on the CAASPP in 2019 in English Language Arts	42.3% of students will meet or exceed standard on the CAASPP in 2020 in English Language Arts

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

1. Identify struggling readers and identify, screen and pilot an intervention program that targets the individual literacy needs of struggling students.
 - a. Collect and analyze district- and school-level summative and formative ELA data. Identify students from each grade level for reading interventions and their specific literacy needs.
 - b. Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs (Reading Results) that are designed to meet individual literacy needs of struggling students; measure growth, and accelerate reading comprehension.
2. Plan implementation and evaluation of the reading intervention program.
 - a. Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials and benchmark assessments.
 - b. Continue to address literacy intervention needs of students through district approved instructional materials, when appropriate. (Keystones 6-8 for intervention).
3. Conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.
 - a. Three days weekly, 25 minutes per day; during SSR provide additional reading support for students that are reading more than 2.5 years below grade level. (Read 180 Program)

- b. Purchase Library books to support reading at home.
4. Leadership team to meet and analyze data; plan literacy PD for the school year
 - a. Meet for a full day before the beginning of the school year
 5. Purchase STAR Reading / STAR Math / Reading Register incentives, materials and supplies
 - a. Students will be recognized and rewarded for passing quizzes.
 6. Purchase new library books
 7. Purchase/replace technology equipment to support instructional program, as needed; purchase of supplemental materials and supplies
 - a. Technology champion to survey site technology equipment needs. (i.e. Document camera; LCD projector; Netbooks)
 - b. Technology champion to coordinate teacher/classroom use of technology and labs. Encourage and promote the use of educational technology in all curricular areas and aspects of instruction. Attend all tech meetings.
 8. Align instruction to meet the increased text complexity demands of CCSS by introducing text exemplars in conjunction with writing (Performance Tasks).
 - a. Some teachers will attend CALL Training to develop strategies to support English Learners in class.
 9. Provide structured opportunities for observations within grade levels at school sites and/or within the district to strengthen implementation of structured language practice routines and develop articulation and common pacing guidelines between grade levels.
 - a. Meetings with feeder schools will be scheduled throughout the year to engage in professional learning and dialogue specific to Collaborative Conversations (strategic release days)
 - b. Meeting with high school department heads.
 10. Provide extended learning opportunities that sustain a focus on ELA instruction through after school program(s).
 - a. Increase the percentage of students attaining proficiency in ELA instruction using an alignment to the lesson design.
 11. Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to: English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.

Proposed Expenditures for this Strategy/Activity

Amount(s)

1. \$800 – LCFF SG; \$1,900 – Title I
2. \$5,000 Title I; \$5,500 LCFF SG
3. \$10,000 Title I; \$20,000 LCFF SG
4. \$3,000; (10 teachers; \$300 per day)
5. District Provided; \$5,000; \$15,000 LCFF SG
6. \$20,000 Title I
7. \$2,000 Title I; \$30,000 LCFF SG
8. \$4,000 – LCFF SG; (Subs for 9 teachers, 4 times per year; 125.00 per sub); (7 teachers, 4 times per year, \$30 per hour); \$840 – LCFF SG
9. \$2,875.00 – LCFF SG (Subs for 12 teachers, twice per year; \$125.00 per sub); (18 teachers, twice per year); \$2,000 (NO COST TO SITE); (6 teachers, once per year) \$125 for subs; \$750 LCFF SG

10. \$25,000 LCFF

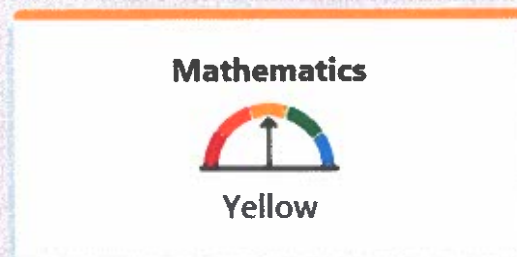
11. Refreshments & Guest speakers for principal coffees (4 times per year); Maximum of \$100 per meeting; \$400 LCFF SG

Goal 2

Math – By June 2020, the number of all students scoring Standard Exceeded or Standard Met in grades 6-8 will increase by 3% as measured by CAASPP Math scores school wide. Ongoing support and professional development for Common Core Math goals and expectations will continue to support and align instructional practices that will increase student depth of knowledge in math.

Basis for this Goal

Rio Vista Middle School desires to increase the amount of students scoring Standard Exceeded or Standard Met in Grades 6-8 on CAASPP.



Mathematics Indicator - 2019							
Student Group	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Prior year number of valid students	PRIOR STATUS - Average distance from Standard
All Students	Low	Increased	-84.8	4.1	687	759	-88.9
English Learners	Very Low	Increased	-104.8	9.7	303	332	-114.5
Foster Youth					2	2	
Homeless	Very Low	Maintained	-106.3	1.5	62	30	-107.8
Socioeconomically Disadvantaged	Very Low	Increased	-97.4	4.9	491	496	-102.3
Students with Disabilities	Very Low	Increased Significantly	-186.1	21.3	84	75	-207.4
African American					7	11	-125
American Indian or Alaska Native					3	3	

Asian					5	5	
Filipino	High	Increased Significantly	8.9	19.5	19	18	-10.6
Hispanic	Low	Maintained	-93.7	2.3	601	663	-96
Native Hawaiian or Pacific Islander					1	2	
White	Low	Maintained	-27	1.1	40	47	-28.1
Two or More Races	Medium		-0.9		11	10	

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2018-19 CAASPP data	19.3% of students met or exceeded standard on the CAASPP in 2019 in Math	22.3% of students will meet or exceeded standard on the CAASPP in 2020 in Math

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 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Meet and counsel with students who are receiving 2 or more Ds and/or Fs.
 - a. Assistant principal and counselor to meet with individual students to discuss action plan, including goals and expectations.
2. One faculty member to support teachers with correcting assessments.
 - a. As needed, one faculty member will be subbed out to support teachers with scanning.
3. The most at risk students performing below mastery on the STAR Math assessment will be assigned the Millennium Math elective.
 - a. Persons responsible will check STAR math results to ensure that students in need of extra support are assigned to the MM elective. Confirm student assignments 2 weeks before the start of the new trimester.
4. Purchase/replace technology equipment to support instructional program, as needed; purchase of supplemental materials and supplies
 - a. Technology champion to survey site technology equipment needs. (i.e.-document camera; LCD projector; netbooks)

5. Stipend – Technology Coordinator

a. Technology champion to coordinate teacher/classroom use of technology and labs. Encourage and promote the use of educational technology in all curricular areas and aspects of instruction. Attend all tech meetings.

6. Teachers to participate in district sponsored professional development to enhance awareness regarding the CCSS Math instructional shifts.

a. Explore secondary mathematic shifts in tasks and instruction including Mathematics Assessment Resource Service lessons and instructional strategies (6-8).

b. Begin to develop instructional units and integrate formative assessment resources from SBAC

7. Provide structured opportunities for observations within grade levels at school sites and/or within the district to strengthen implementation of structured math practices and routines.

8. Meetings with feeder schools will be scheduled throughout the year to engage in professional learning and dialogue specific to Collaborative Conversations (strategic release days)

9. Math/Science collaboration

a. CCSS planning: as needed during dept. meetings; add on an additional hour for planning and full day. (Site cross- grade level articulation). i.e. - 7/8 grade science teachers to provide demo lessons and coach 6th grade math/science teachers.

10. Ensure that every student in every classroom has SBE adopted core instructional materials, to address literacy needs of students

a. Continue to implement SBE adopted core instructional materials on a daily basis for the APS recommended minimum instructional minutes (6-8: 60 minutes)

11. Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to: English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.

Proposed Expenditures for this Strategy/Activity

Amount(s)

1. No cost
2. 1 sub 4 times per year; \$500 Title I
3. 1 sub 2 times per year; \$240 Title I
4. \$40,000: \$30,000 LCFF SG, \$10,000 Title I
5. \$1,500 LCFF SG
6. No cost to site
7. \$2,875.00 – LCFF SG (Subs for 12 teachers, twice per year; \$125.00 per sub)
8. (18 teachers, twice per year; \$2,000 (NO COST TO SITE)
9. (7 teachers, 4 times per year, \$30 per hour); \$840 – LCFF SG; (7 teachers, 2 times per year, \$125/sub); \$1,750
10. No cost to site
11. Refreshments & Guest speakers for principal coffees (4 times per year); Maximum of \$100 per meeting; \$400 LCFF SG

Goal 3

English Learners – By June 2020, the number of English Learners scoring Standard Exceeded or Standard Met in grades 6-8 will increase by 3% as measured by CAASPP English Language Arts scores.

Basis for this Goal

Rio Vista Middle School desires to increase the amount of English Learner students scoring Standard Exceeded or Standard Met in Grades 6-8 on CAASPP.

English-Language Arts Indicator - 2019							
Student Group	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Prior year number of valid students	PRIOR STATUS - Average distance from Standard
All Students	Low	Decreased	-89	-6.4	758	767	-82.6
English Learners	Very Low	Maintained	-113.8	-2.4	334	350	-111.4

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2018-19 CAASPP data for the English Learner subgroup	12.5% of English Learners Met Standard or Exceeded Standard on ELA CAASPP for 2018-19	15.5% of English Learners Met Standard or Exceeded Standard on ELA CAASPP for 2019-20

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 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

1. Identify struggling readers and identify, screen and pilot an intervention program that targets the individual literacy needs of struggling students
 - a. Collect and analyze district- and school-level summative and formative ELA data. Identify English Learners from each grade level for reading interventions and their specific literacy needs.

- b. Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling English Learners.
2. Plan implementation and evaluation of the reading intervention program.
 - a. Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials.
 - b. Continue to address literacy intervention needs of students through district approved instructional materials, when appropriate. (Keystones 6-8 for intervention).
 3. Conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.
 - a. Five days weekly, 1 hour per day: Provide additional reading intervention for ELPAC students.
 4. Training for ELD teachers
 - a. One full day of explicit intervention training for ELD teachers. Training for Integrated and Designated ELD Materials
 5. Academic proficiency through lesson design during staff collaboration PD(s).
 - a. Strategically incorporate Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies into daily lessons to support ELS access to core curriculum.
 - b. Design lessons that incorporate high-leverage strategies that promote academic language and access to core curriculum content
 - c. Practice developing lessons with language objectives in content area instruction
 6. Teachers to participate in district sponsored PD to enhance awareness regarding the Integrated and Designated ELD instructional shifts.
 7. Provide structured opportunities for observations within grade levels at school sites and/or within the district to strengthen implementation of structured language practice routines.
 8. Ensure that every student in every classroom has SBE adopted core instructional materials, to address language needs of students
 - a. Continue to implement SBE adopted core instructional materials on a daily basis through Systematic English Language Development (SELD)
 9. Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to: English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.

Proposed Expenditures for this Strategy/Activity

Amount(s)

1. \$1,500 – LCFF SG
2. \$5,500 LCFF SG; (supplementary instructional materials)
3. \$7,200 LCFF SG; 180 days of instruction; \$40/hour (ELD teacher)
4. \$1,000 LCFF SG
5. No cost to site
6. No cost to site
7. \$2,875.00 – LCFF SG; (Subs for 12 teachers, twice per year; \$125.00 per sub)
8. No cost to site
9. Refreshments & Guest speakers for principal coffees (4 times per year); Maximum of \$100 per meeting; \$400 LCFF SG

Goal 4

Non-academic- Rio Vista Middle School will create a welcoming and safe environment where students attend and are connected to their school. Rio Vista will maintain a 95% or higher attendance rate.

Basis for this Goal

Rio Vista Middle School desires to increase the amount of students who feel safe and secure at school and who feel the school is a welcoming place.

Chronic Absenteeism



Yellow

Chronic Absenteeism- 2019

Student Group	Status Level	Change Level	Current chronic absenteeism rate	Difference between current and prior rate	Current number of students chronically absent	Current number of eligible students	Prior number of students chronically absent	Prior number of eligible students
All Students	Medium	Maintained	9.70%	-0.003	71	733	82	82200.00%
English Learners	Medium	Increased	6.90%	0.013	16	232	13	23200.00%
Foster Youth			%	%		3		3
Homeless	High	Declined	15.20%	-0.105	10	66	10	3900.00%
Socioeconomically Disadvantaged	High	Maintained	11.50%	-0.004	59	515	65	55000.00%
Students with Disabilities	High	Declined	12.60%	-0.037	11	87	15	9200.00%
African American			%	%		7	1	1100.00%
American Indian or Alaska Native			%	%		3		5
Asian			%	%		5		7

Filipino	Very Low	Maintained	0.00%	0	0	21	0	1900.00%
Hispanic	High	Maintained	10.30%	0	66	641	73	71100.00%
Native Hawaiian or Pacific Islander			%	%		1		2
White	Low	Declined	4.90%	-0.102	2	41	8	5300.00%
Two or More Races	High	Increased	14.30%	0.143	2	14	0	1400.00%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey	In the 2017-2018 California Healthy Kids Survey, 5% of RVMS 7 th grade students said they never felt safe at school and 9% said they felt safe only some of the time.	In the 2019-2020 California Healthy Kids Survey, 0% of RVMS 7 th grade students will say they never feel safe at school and 0% will say they feel safe only some of the time.
2018-19 attendance data	9% of students were chronically absent in the 18-19 school year, an increase of 1%.	5% or less students will be chronically absent in the 19-20 school year.

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 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. PD/training in Positive Behavior Support
 - a. Training for paraprofessional, campus supervisors
2. Higher visibility of administrators to all students
 - a. Be visible to students before school, during lunch and after school to lower discipline and create a positive culture in campus.
3. School wide information on the CHAMPS program.
 - a. Staff training; follow up support; ensure ongoing implementation through a site based walk through by January 2019.

4. SARC; Agendas to support orderly environment.
 - a. Weekly Agenda checks in SSR to check for parent signatures.
5. Attendance incentives
 - a. Purchase attendance incentives, and reward students for perfect attendance- 1st/6th periods
6. Stipend – ASB coordinator
 - a. 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.
 - b. Student leaders will be voted in by peers to represent the student body on the School Site Council
7. Provide extended learning opportunities that sustain a safe and orderly learning environment through after school program(s).
 - a. Provide opportunities for students to learn about safe and drug free environments. Support students with homework. Offer students the opportunity to participate in extracurricular activities.
8. Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to: English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.

Proposed Expenditures for this Strategy/Activity

Amount(s)

1. 5 staff; 30 mins. \$11.50 per hour plus benefits \$40
2. No cost to site.
3. 3 subs \$360.00: Title I
4. \$1,000 SARC service LCFF SG; Title I \$1,125
5. \$5,000 LCFF SG
6. \$2,100 - LCFF SG
7. \$24,000 LCFF SG
8. Refreshments & Guest speakers for principal coffees (4 times per year); Maximum of \$100 per meeting \$400 LCFF SG

Annual Review and Update

SPSA Year Reviewed: 2018-19

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

Reading – By June 2019, the number of all students scoring Standard Exceeded or Standard Met in grades 6-8 will increase by 3% as measured by CAASPP English Language Arts scores school wide.

English Language Arts



Orange

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Review of 2017-18 CAASPP Data	At least 38% of students will meet or exceed standard on the CAASPP in 2019 in English Language Arts	37.3% of students met or exceeded standard on the CAASPP in 2019 in English Language Arts

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

Strategies/Activities	Expenditures
<p>1. Identify struggling readers and identify, screen and pilot an intervention program that targets the individual literacy needs of struggling students.</p> <p>a. Collect and analyze district- and school-level summative and formative ELA data. Identify students from each grade level for reading interventions and their specific literacy needs.</p> <p>b. Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs (Reading Results) that are designed to meet individual literacy needs of struggling students; measure growth, and accelerate reading comprehension.</p>	1. \$800 – LCFF SG; \$1,900 – Title I
<p>2. Plan implementation and evaluation of the reading intervention program.</p> <p>a. Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials and benchmark assessments.</p> <p>b. Continue to address literacy intervention needs of students through district approved instructional materials, when appropriate. (Keystones 6-8 for intervention).</p>	2. \$5,000 Title I; \$5,500 LCFF SG
<p>3. Conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.</p> <p>a. Three days weekly, 25 minutes per day; during SSR provide additional reading support for students that are reading more than 2.5 years below grade level. (Read 180 Program)</p> <p>b. Purchase Library books to support reading at home.</p>	3. \$10,000 Title I; \$20,000 LCFF SG
<p>4. Leadership team to meet and analyze data; plan literacy PD for the school year</p> <p>a. Meet for a full day before the beginning of the school year</p>	4. \$3,000; (10 teachers; \$300 per day)
<p>5. Purchase STAR Reading / STAR Math / Reading Register incentives, materials and supplies</p> <p>a. Students will be recognized and rewarded for passing quizzes.</p>	5. District Provided; \$5,000; \$15,000 LCFF SG

6. Purchase new library books

7. Purchase/replace technology equipment to support instructional program, as needed; purchase of supplemental materials and supplies

a. Technology champion to survey site technology equipment needs. (i.e. Document camera; LCD projector; Netbooks)

b. Technology champion to coordinate teacher/classroom use of technology and labs. Encourage and promote the use of educational technology in all curricular areas and aspects of instruction. Attend all tech meetings.

8. Align instruction to meet the increased text complexity demands of CCSS by introducing text exemplars in conjunction with writing (Performance Tasks).

a. Some teachers will attend CALL Training to develop strategies to support English Learners in class.

9. Provide structured opportunities for observations within grade levels at school sites and/or within the district to strengthen implementation of structured language practice routines and develop articulation and common pacing guidelines between grade levels.

a. Meetings with feeder schools will be scheduled throughout the year to engage in professional learning and dialogue specific to Collaborative Conversations (strategic release days)

b. Meeting with high school department heads.

10. Provide extended learning opportunities that sustain a focus on ELA instruction through after school program(s).

a. Increase the percentage of students attaining proficiency in ELA instruction using an alignment to the lesson design.

11. Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to: English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.

6. \$20,000 Title I

7. \$2,000 Title I; \$30,000 LCFF SG

8. \$4,000 – LCFF SG; (Subs for 9 teachers, 4 times per year; 125.00 per sub); (7 teachers, 4 times per year, \$30 per hour); \$840 – LCFF SG

9. \$2,875.00 – LCFF SG (Subs for 12 teachers, twice per year; \$125.00 per sub); (18 teachers, twice per year); \$2,000 (NO COST TO SITE); (6 teachers, once per year) \$125 for subs; \$750 LCFF SG

10. \$25,000 LCFF

11. Refreshments & Guest speakers for principal coffees (4 times per year); Maximum of \$100 per meeting; \$400 LCFF SG

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.

Teachers use reading intervention programs within their classrooms such as Read 180, IXL, and Learning Priority as well as SDAIE and CALL teaching strategies to aid their students with complex informative text assignments which prepare them for higher CAASPP achievement.

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

Based on the this year's CAASPP score, the interventions and strategies the school implemented were a good beginning, but more effort is needed in the future to continue to boost the school's overall CAASPP ELA score.

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

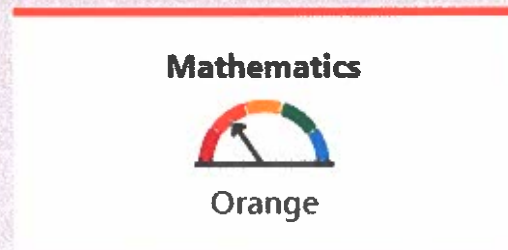
Each year, the cost of certain products and services such as subs, programs, and trainings fluctuates to a small degree, reflecting slight changes in the Proposed Expenditures and the Actual Expenditures. In addition, more or fewer staff may participate in budgeted trainings.

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.

In order to increase Rio Vista’s CAASPP score even further, the school will expand the use of Read 180 and IXL to provide additional practice for students on complex informative text and also expand training opportunities for staff members to get familiar with new intervention programs and strategies.

Goal 2

Math – By June 2019, the number of all students scoring Standard Exceeded or Standard Met in grades 6-8 will increase by 3% as measured by CAASPP Math scores school wide.



ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
2017-18 CAASPP data	At least 20% of students will meet or exceed standard on the CAASPP in 2019 in Math	19.3% of students met or exceeded standard on the CAASPP in 2019 in Math

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 2

Strategies/Activities	Expenditures
1. Meet and counsel with students who are receiving 2 or more Ds and/or Fs. a. Assistant principal and counselor to meet with individual students to discuss action plan, including goals and expectations.	1. No cost
2. 1 faculty member to support teachers with correcting assessments.	2. 1 sub 4 times per year; \$500 Title I

<p>a. As needed, one faculty member will be subbed out to support teachers with scanning.</p>	
<p>3. The most at risk students performing below mastery on the STAR Math assessment will be assigned the Millennium Math elective.</p>	<p>3. 1 sub 2 times per year; \$240 Title I</p>
<p>a. Persons responsible will check STAR math results to ensure that students in need of extra support are assigned to the MM elective. Confirm student assignments 2 weeks before the start of the new trimester.</p>	
<p>4. Purchase/replace technology equipment to support instructional program, as needed; purchase of supplemental materials and supplies</p>	<p>4. \$40,000: \$30,000 LCFF SG, \$10,000 Title I</p>
<p>a. Technology champion to survey site technology equipment needs. (i.e.-document camera; LCD projector; netbooks)</p>	
<p>5. Stipend – Technology Coordinator</p>	<p>5. \$1,500 LCFF SG</p>
<p>a. Technology champion to coordinate teacher/classroom use of technology and labs. Encourage and promote the use of educational technology in all curricular areas and aspects of instruction. Attend all tech meetings.</p>	
<p>6. Teachers to participate in district sponsored professional development to enhance awareness regarding the CCSS Math instructional shifts.</p>	<p>6. No cost to site</p>
<p>a. Explore secondary mathematic shifts in tasks and instruction including Mathematics Assessment Resource Service lessons and instructional strategies (6-8).</p>	
<p>b. Begin to develop instructional units and integrate formative assessment resources from SBAC</p>	
<p>7. Provide structured opportunities for observations within grade levels at school sites and/or within the district to strengthen implementation of structured math practices and routines.</p>	<p>7. \$2,875.00 – LCFF SG (Subs for 12 teachers, twice per year; \$125.00 per sub)</p>
<p>8. Meetings with feeder schools will be scheduled throughout the year to engage in professional learning and dialogue specific to Collaborative Conversations (strategic release days)</p>	<p>8. (18 teachers, twice per year; \$2,000 (NO COST TO SITE)</p>
<p>9. Math/Science collaboration</p>	<p>9. (7 teachers, 4 times per year, \$30 per hour); \$840 – LCFF SG; (7 teachers, 2 times per year, \$125/sub); \$1,750</p>
<p>a. CCSS planning: as needed during dept. meetings; add on an additional hour for planning and full day. (Site cross- grade level articulation). i.e. - 7/8 grade science teachers to provide demo lessons and coach 6th grade math/science teachers.</p>	
<p>10. Ensure that every student in every classroom has SBE adopted core instructional materials, to address literacy needs of students</p>	<p>10. No cost to site</p>
<p>a. Continue to implement SBE adopted core instructional materials on a daily basis for the APS recommended minimum instructional minutes (6-8: 60 minutes)</p>	
<p>11. Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to: English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.</p>	<p>11. Refreshments & Guest speakers for principal coffees (4 times per year); Maximum of \$100 per meeting; \$400 LCFF SG</p>

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.

Teachers use math intervention and support programs within their classrooms such as CMP3 to aid their students with complex Common Core math assignments and word problems which prepare them for higher CAASPP achievement.

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

Based on the this year’s CAASPP score, the interventions and strategies the school implemented were a good beginning, but more effort is needed in the future to continue to boost the school’s overall CAASPP Math score.

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

Each year, the cost of certain products and services such as subs, programs, and trainings fluctuates to a small degree, reflecting slight changes in the Proposed Expenditures and the Actual Expenditures. In addition, more or fewer staff may participate in budgeted trainings.

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.

In order to increase Rio Vista’s CAASPP score even further, the school will expand the use of the CMP3 Math support program to provide additional practice for students on complex Common Core math problems and word problems, and will also articulate with high school math teachers to build a stronger pacing plan.

Goal 3

English Learners – By June 2020, the number of English Learners scoring Standard Exceeded or Standard Met in grades 6-8 will increase by 3% as measured by CAASPP English Language Arts scores.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018-19 CAASPP data for the English Learner subgroup	At least 10% of English Learners Met Standard or Exceeded Standard on ELA CAASPP for 2018-19	12.5% of English Learners Met Standard or Exceeded Standard on ELA CAASPP for 2018-19

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 3

Strategies/Activities	Expenditures
1. Identify struggling readers and identify, screen and pilot an intervention program that targets the individual literacy needs of struggling students	1. \$1,500 – LCFF SG

<p>a. Collect and analyze district- and school-level summative and formative ELA data. Identify English Learners from each grade level for reading interventions and their specific literacy needs.</p> <p>b. Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling English Learners.</p>	
<p>2. Plan implementation and evaluation of the reading intervention program.</p> <p>a. Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials.</p> <p>b. Continue to address literacy intervention needs of students through district approved instructional materials, when appropriate. (Keystones 6-8 for intervention).</p>	<p>2. \$5,500 LCFF SG; (supplementary instructional materials)</p>
<p>3. Conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.</p> <p>a. Five days weekly, 1 hour per day: Provide additional reading intervention for ELPAC students.</p>	<p>3. \$7,200 LCFF SG; 180 days of instruction; \$40/hour (ELD teacher)</p>
<p>4. Training for ELD teachers</p> <p>a. One full day of explicit intervention training for ELD teachers. Training for Integrated and Designated ELD Materials</p>	<p>4. \$1,000 LCFF SG</p>
<p>5. Academic proficiency through lesson design during staff collaboration PD(s).</p> <p>a. Strategically incorporate Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies into daily lessons to support ELS access to core curriculum.</p> <p>b. Design lessons that incorporate high-leverage strategies that promote academic language and access to core curriculum content</p> <p>c. Practice developing lessons with language objectives in content area instruction</p>	<p>5. No cost to site</p>
<p>6. Teachers to participate in district sponsored PD to enhance awareness regarding the Integrated and Designated ELD instructional shifts.</p>	<p>6. No cost to site</p>
<p>7. Provide structured opportunities for observations within grade levels at school sites and/or within the district to strengthen implementation of structured language practice routines.</p>	<p>7. \$2,875.00 – LCFF SG; (Subs for 12 teachers, twice per year; \$125.00 per sub)</p>
<p>8. Ensure that every student in every classroom has SBE adopted core instructional materials, to address language needs of students</p> <p>a. Continue to implement SBE adopted core instructional materials on a daily basis through Systematic English Language Development (SELD)</p>	<p>8. No cost to site</p>
<p>9. Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to: English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.</p>	<p>9. Refreshments & Guest speakers for principal coffees (4 times per year); Maximum of \$100 per meeting; \$400 LCFF SG</p>

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.

Teachers use ELL intervention and support programs within their classrooms such as CALL and SDAIE teaching strategies to aid their ELL students with complex text and reading challenges which prepare them for higher CAASPP achievement. Teachers also spend additional time with these students, providing more one-on-one instructional time.

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

Based on the this year’s CAASPP score, the interventions and strategies the school implemented were a good beginning, but more effort is needed in the future to continue to boost the school’s overall CAASPP ELA score for the ELL target subgroup.

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

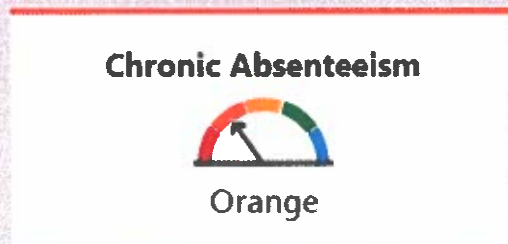
Each year, the cost of certain products and services such as subs, programs, and trainings fluctuates to a small degree, reflecting slight changes in the Proposed Expenditures and the Actual Expenditures. In addition, more or fewer staff may participate in budgeted trainings, such as CALL.

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.

In order to increase Rio Vista’s CAASPP score even further, the school will expand the use CALL strategies in the classroom as well as teacher training and professional development to provide additional help for ELL students that struggle with informative and complex text reading, and will also endeavor to reclassify students out of ELD classes who can achieve in regular classes in high school.

Goal 4

Non-academic- Rio Vista Middle School will create a welcoming and safe environment where students attend and are connected to their school. Rio Vista will maintain a 96.5% or higher attendance rate.



ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey	In the 2017-2018 California Healthy Kids Survey, 0% of RVMS 7 th grade students will say they never feel safe at	In the 2017-2018 California Healthy Kids Survey, 5% of RVMS 7 th grade students said they never felt safe at

	school and 0% will say they feel safe only some of the time.	school and 9% said they felt safe only some of the time.
2018-19 attendance data	5% or less of students will be chronically absent in the 18-19 school year.	9% of students were chronically absent in the 18-19 school year.

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 4

Strategies/Activities

Actual Expenditures

<p>1. PD/training in Positive Behavior Support</p> <p>a. Training for paraprofessional, campus supervisors</p> <p>2. Higher visibility of administrators to all students</p> <p>a. Be visible to students before school, during lunch and after school to lower discipline and create a positive culture in campus.</p> <p>3. School wide information on the CHAMPS program.</p> <p>a. Staff training; follow up support; ensure ongoing implementation through a site based walk through by January 2019.</p> <p>4. SARC; Agendas to support orderly environment.</p> <p>a. Weekly Agenda checks in SSR to check for parent signatures.</p> <p>5. Attendance incentives</p> <p>a. Purchase attendance incentives, and reward students for perfect attendance- 1st/6th periods</p> <p>6. Stipend – ASB coordinator</p> <p>a. 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.</p> <p>b. Student leaders will be voted in by peers to represent the student body on the School Site Council</p> <p>7. Provide extended learning opportunities that sustain a safe and orderly learning environment through after school program(s).</p> <p>a. Provide opportunities for students to learn about safe and drug free environments. Support students with homework. Offer students the opportunity to participate in extracurricular activities.</p> <p>8. Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to: English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.</p> <p>9. Rio Vista will implement the Jostens Renaissance academic achievement program overseen by the school's ASB Leadership class. The goal of this program is to incentivize students to achieve higher grades in school and enjoy coming to school so that attendance rates increase.</p>	<p>1. 5 staff; 30 mins. \$11.50 per hour plus benefits \$40</p> <p>2. No cost to site.</p> <p>3. 3 subs \$360.00: Title I</p> <p>4. \$1,000 SARC service LCFF SG; Title I \$1,125</p> <p>5. \$5,000 LCFF SG</p> <p>6. \$2,100 - LCFF SG</p> <p>7. \$24,000 LCFF SG</p> <p>8. Refreshments & Guest speakers for principal coffees (4 times per year); Maximum of \$100 per meeting \$400 LCFF SG</p> <p>9. \$1000 LCFF</p>
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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.

Teachers and administrators implement various methods on school grounds to create a more welcoming environment which encourages students to come to school, including but not limited to: teachers greeting students at classroom doors and at duty stations, administrators being more visible during transition times, lunchtime clubs, attendance rewards, and the Renaissance academic achievement program.

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

The implemented strategies and activities which have the goal of increasing the rate of student attendance at school and reducing chronic absenteeism are marginally effective, but additional work is needed to become more inviting and understanding toward the most disadvantaged and hardline students who do not enjoy school.

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

Budgets for subs and site-based student incentives fluctuate greatly from year to year, so the Proposed Expenditures may differ slightly from the Actual Expenditures, but this particular goal is not as fiscally demanding as the other three.

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.

Additional time will be devoted by administrators to being visible to students during transition times, as well as being an open ear of communication for students if they have problems. The Renaissance academic achievement program provides real incentives for students to achieve high marks in school, for which they must attend school. Rallies are held to celebrate that achievement, and these will get more students excited about coming to school.

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

\$ 164,469.00

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

Consolidation of Funds

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

Federal Programs	Allocation (\$)
Local Control Funding Formula (LCFF)	\$114,696.00
Title I	\$48,582

Subtotal of consolidated federal funds for this school: \$68,383.00

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 (\$)
Local Control Funding Formula (LCFF)	\$114,696.00
Pathways - Robotics, Technology, Science Enrichment, Agriculture	\$15,956.00

Subtotal of consolidated state or local funds for this school: \$ [Enter state or local funds subtotal here]

Total of consolidated (federal, state, and/or local) funds for this school: \$[Enter total funds here]

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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups.

Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities

implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. 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

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the

federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if

appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;

- c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
 5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
 6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
 7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program