

School Year: 2019-2020

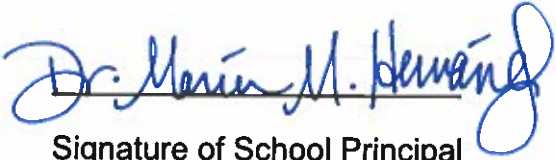


Río Real - School Plan for Student Achievement (SPSA)

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
Río Real Elementary School	5672561-6119242	January 15, 2020	TBD

Dr. María M. Hernández
Name of School Principal


Signature of School Principal

1/27/19
Date

Jodie Solorio
Name of SSC Chairperson


Signature of SSC Chairperson

1/27/19
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

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 a 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 stakeholders to create a long-range goals and strategies (captured in the Local Control Accountability Plan) designed to improve student

outcomes as well as college and career readiness.

The goals in this plan were developed to ensure that all students make significant academic progress, and all teachers are provided with professional development, tools, and resources needed to provide and facilitate exceptional instruction.

Site Level:

As part of our professional practice at Rio Real, California Assessment of Student Performance and Progress (CAASPP) Test data has been reviewed in detail. In particular, a detailed analysis of State and Local Assessment has been reviewed by our stakeholders. Overall reading performance, as measured by local assessments indicate that improvement in the area of Language Arts and Mathematics is needed.

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

- Established a teacher leadership team
- Established School Site and English Learner Advisory Councils
- Created a professional development strategy
- Integrated the use of technology into the daily curriculum design
- Developed in class strategies using blended learning and small groups to provide interventions designed to help struggling learners
- Implemented Inquiry based teaching and learning strategies for
- Implemented Mindfulness and focus strategies

As part of Rio Real's approval process at the site level involved the following meetings with stakeholders:

- 1) School Site Council meeting 9/18/19, 10/16/19 and 11/20/19
- 2) ELAC Meetings 10/11/19, 12/6/19
- 3) Coffee with the Principal 11/22/19, 12/20/19
- 4) Staff Meeting 11/6/19, 12/4/19
- 5) SPSA approved by the School Site Council on January 15, 2020
- 6) SPSA approved by the Rio School District Board of Trustees on February 19, 2019

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

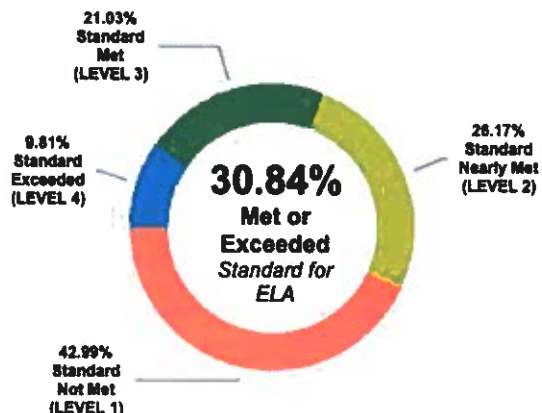
Reading - By June 2020, the number of all students in grades 3-8 scoring Standard Met or Exceeded on the CAASPP English Language Arts will increase by 5%, from 31% in 2019 to 36% in 2020 as measured by CAASPP scores school wide.

Basis for this Goal

In the 2018-2019 school year 69% of all students in grades 3-8 scored below met or exceeded the standards on the CAASPP English Language Arts.

ELA

Percent of students within each achievement level



Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	31%	36%

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. A Multi-Tiered System of Support will be implemented and refined to include parent involvement in the process of monitoring student support and enrichment opportunities.
 A. 1 Push In Reading intervention teacher (75 days/5.75 hrs)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$17,500
Source(s)	Title I
Budget Reference(s)	[Add budget reference here]

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

Pathway Design time during the school day for teacher collaboration to design inquiry based units based on grade level standards. Collaboration time increases teacher efficacy, a research based practice to increase student achievement (substitutes for grade level planning meetings).
A. Substitutes (13, 100 minutes collaboration periods per teacher, per year)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$15,000
Source(s)	Title I
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,500
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Source(s)	Title I
Budget Reference(s)	[Add budget reference here]

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

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. Stemscores, CRLP/Reading Results, RALLI, ELD, NGSS, Math, Kindergarten Conference, CHAMPS, MTSS, Rtl, Dual Language and bilingual training workshops) for staff (substitutes for planning days/grade level meetings), Spanish English Biliteracy Transfer, CABE, AP Training.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,000 \$5,000
Source(s)	LCFF Title I
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent involvement; Translation support and meeting supplies
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Proposed Expenditures for this Strategy/Activity

Amount(s)	\$ 809
Source(s)	Title I
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Assessment support (Substitutes, Kindergarten entry and language assessments, formative assessment review, AP Spanish Language and Cultures)

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$1500 Title I

\$2000 LCFF

Source(s)

Title I

LCFF

Budget Reference(s)

[Add budget reference here]

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

- A. Follett Library Services
- B. Library Clerk
- C. Library books (Spanish and English Titles)
- D. Extra hours for library clerk to prepare the library for 1st day ready

Proposed Expenditures for this Strategy/Activity

Amount(s)

A. \$2,000

	B. \$24,000 C. \$5,000 D. \$850
Source(s)	A-D LCFF
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology - Hardware, software applications or programs to support literacy, and the 5Cs. (ex. A-Z Reading, ST Math, leveled readers, etc.) with a literacy/math focus and supplemental materials used for literacy in all subject areas; including nonfiction text, class literature sets and professional literature and classroom libraries.

- A. Site Technology Champion stipend
- B. A-Z Reader
- C. Book study and class books

Proposed Expenditures for this Strategy/Activity

Amount(s)	A. \$2,000 B. \$500 C. \$3,000
Source(s)	LCFF - A Title I - B LCFF - C
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Enrichment opportunities (literacy, math, sciences and arts) for students throughout the school day and after school. Fees and incentives for literacy, math and cultural activities as well as collaborative projects and literacy initiatives (ex. Spelling Bee, Literacy, Math & Culture Nights, presentations)

- A. Implementation of intervention tutoring support after-school
- B. Parent Education Nights (Literacy, Culture, 5Cs projects)

Proposed Expenditures for this Strategy/Activity

Amount(s)	A. LCFF \$2,700 B. Title I \$2500
Source(s)	LCFF Title I
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Incentives - Biliteracy Awards, Reading progress

- A. Biliteracy Ribbons and certificates, Registration/Travel/Hotel for Spanish Spelling Bee contestants to Denver, Colorado
- B. Reading progress ribbons and trophies
- C. Reading Spaces furniture and tables for student collaboration

Proposed Expenditures for this Strategy/Activity

Amount(s)	A. \$4,200 B. \$2,000 C. \$4,000
Source(s)	A-C LCFF
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity
Student and Family Support Specialist

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$7,000
Source(s)	LCFF
Budget Reference(s)	[Add budget reference here]

Goal 2

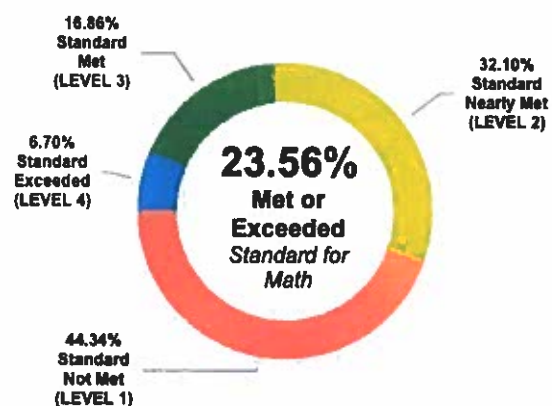
Mathematics - By June 2020, the number of all students in grades 3-8 scoring Standard Met or Exceeded on the CAASPP will increase by 5% from 24% in 2019 to 29% in 2020 as measured by CAASPP mathematical scores schoolwide.

Basis for this Goal

In the 2018-2019 school year 76% of all students in grades 3-8 scored below met or exceeded the standards on the mathematics section of the CAASPP.

Mathematics

Percent of students within each achievement level



Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	24%	29%

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

Strategy/Activity

<p>1. A Multi-Tiered System of Support will be implemented and refined to include parent involvement in the process of monitoring student support and enrichment opportunities.</p> <p>A. Purchase supplemental curriculum and/or material for the targeted intervention and enrichment in math</p> <p>B. Professional development (ex. Math, CHAMPS, MTSS, Rtl, Dual Language and bilingual training workshops) for staff (substitutes for planning days/grade level meetings)</p> <p>C. Grade level teams plan and review math practices and benchmark assessments.</p>

Proposed Expenditures for this Strategy/Activity

Amount(s)	<p>A. \$3,000</p> <p>B. \$6,000</p> <p>C. \$1000</p>
Source(s)	Title I
Budget Reference(s)	[Add budget reference here]

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

Common planning time, during the school day and after school, will allow teachers to collaborate about effective math practices and monitor student progress.

A. Substitutes 3 collaboration days p/teacher

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,000
Source(s)	LCFF
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3. Support technology accessibility along with software, applications or programs to support math literacy and the 5Cs with a math focus, supplemental materials used for math including professional literature.

A. ST Math

B. Supplemental materials

Proposed Expenditures for this Strategy/Activity

Amount(s)	A. \$6,000 B. \$1,000
Source(s)	A-B Title I
Budget Reference(s)	[Add budget reference here]

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

Plan and support math literacy, sciences and arts enrichment opportunities for students throughout the school day and after school. Supplies and incentives for family education nights (ex. Math and Science Nights, presentations, GATE supplies)

- A. Implementation of math intervention/tutoring support after-school
- B. Supplies, Parent Nights

Proposed Expenditures for this Strategy/Activity

Amount(s)	A. \$1,000 B. \$750
Source(s)	A-B Title I
Budget Reference(s)	[Add budget reference here]

Goal 3

English Language Development - By June 2020 the percentage of students who score a 4 on the English Language Proficiency Assessment (ELPAC) will increase by 10% and the percentage of students who are English Learners and meet or exceed the standards on the CAASPP will increase by 5%.

(a score of 4 on the ELPAC is one requirement for reclassification)

Basis for this Goal

Based on the English Language Performance Indicator for ELPAC on the CDE website for 2019 English Learner performance was as follows:

- 16% Level 1 Beginning Stage
- 30% Level 2 Somewhat Developed
- 38% Level 3 Moderately Developed
- 16% Level 4 Well Developed

On the CAASPP % of English Learners in grades 3-5 and % in grades 6-8 scored below met or exceed the standards.

English Language Proficiency for Summative ELPAC

Percent of students within each performance level

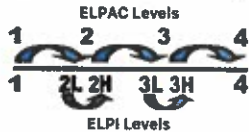


English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

English Learner Progress

All Students State

52.5% making progress towards English language proficiency

Number of EL Students: 375

Performance Level
Medium

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Metric/Indicator

Baseline

Expected Outcome

CAASPP	9%	14%
ELPAC	13%	18%

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 Learner subgroup

Strategy/Activity

Common planning time during the school day and after school will allow teachers to collaborate and plan for the implementation of effective practices as well as monitor student progress (substitutes for planning days/ grade level meetings).

Proposed Expenditures for this Strategy/Activity

Amount(s)

Amounts included in Goal 1

Source(s)

Budget Reference(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Targeted intervention time to address foundational skills, reading accuracy, fluency and comprehension needs of struggling readers and English learners as measured by district benchmark assessments and monitored on a regular basis.

A. 2 Reading Intervention teachers

Proposed Expenditures for this Strategy/Activity

Amount(s)

Amount Included in Goal 1

Source(s)

Budget Reference(s)

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

Opportunities for experiential learning and inquiry based learning design that integrates all subjects for academic vocabulary building and understanding of interrelated concepts which assist in the development of the English language during integrated and designated ELD.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$1000

Source(s)

Title I

Budget Reference(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$1,000

Source(s)

Title I

Budget Reference(s)

[Add budget reference here]

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Learner coordinator to monitor and review growth of English Learner students, coordinate assessments and inform teachers and parents of progress.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,000
Source(s)	Title I
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Learner coordinator will conduct formative assessment using Adept.

Proposed Expenditures for this Strategy/Activity

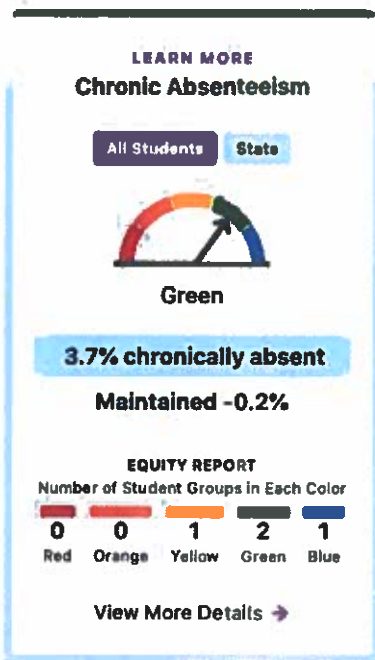
Amount(s)	\$1,000
Source(s)	Title I
Budget Reference(s)	[Add budget reference here]

Goal 4

The students at Río Real will feel safe, connected to school and attend school in an orderly environment as measured by maintaining attendance rates at 97.0%.

Basis for this Goal

In the 2018-2019 school year the rate of chronic absenteeism was 3.7%. Youth Truth Survey responses indicate some students do not feel safe while at school.



Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CDE Dashboard - Chronic Absenteeism	3.7%	2.7%
Youth Truth Survey	24% of students in grades 3-5 report they were bullied at school	15%

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

Integration of the 5Cs into all subject areas, curriculum and practices. The 5C's, Collaboration, Creativity, Critical Thinking, Communication and Caring, are the overarching beliefs of our approach to working with children.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No Cost
Source(s)	
Budget Reference(s)	[Add budget reference here]

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

School counselor - support student and family connections through parent meetings. Provide Social and Emotional (SEL) Learning supports and training, school based counseling support and 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 of supplemental books and materials for social, emotional and behavioral supports.
IPT meeting subs - 20 days @ \$125 per day

Proposed Expenditures for this Strategy/Activity

Amount(s)	FTE Included in District funding \$2,500
Source(s)	LCFF
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

After School Program Teacher Liaison(s) - Connect the day and after school program to further engage students and support positive attendance. The teacher liaison will support program staff with strategies and Single Plan for Student Achievement| Page 18 of 30

ideas for homework support. The program coordinator will plan and coordinate engaging activities to increase school connectedness, student safety and healthy behaviors.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Included in District funding
Source(s)	ASES
Budget Reference(s)	[Add budget reference here]

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

Monitor attendance data, meet with parents and students through site based School Attendance and Review Team (SART) meetings. The counselor and peers will meet with students who are identified as having 10% or more of the school year absent as a further connection and incentive to attend school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$300
Source(s)	LCFF
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Clubs and Teams support a variety of activities during the school day (recess, PE, ASB Coordinator) and after school (youth sports, cheer squads, chess clubs)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,000
Source(s)	LCFF

Budget Reference(s)

[Add budget reference here]

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student Leadership Conference

Proposed Expenditures for this Strategy/Activity

Amount(s)

Funded by VC Innovates Grant

Budget Reference(s)

[Add budget reference here]

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School Accountability Report Card

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$1,000

Source(s)

LCFF

Budget Reference(s)

[Add budget reference here]

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide sports equipment for development of individual and team play recreation during recess and lunch.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5000
Source(s)	LCFF
Budget Reference(s)	

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide teachers with materials and supplies to promote inquiry based learning and sociocultural experiences for students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3000
Source(s)	LCFF
Budget Reference(s)	

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide snacks and food for parent and staff meetings

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1000
Source(s)	LCFF

Budget Reference(s)

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Annual Review and Update

SPSA Year Reviewed: **2018-2019**

Goal 1

Reading - By June 2019, the number of all students in grades 3-8 scoring Standard Met or Exceeded on the CAASPP English Language Arts will increase by 6% (22 students) from 34% (151) in 2018 to 40% (173) in 2019) as measured by CAASPP scores school wide.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	40%	31%

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
MTSS	Reading Intervention teachers 76 days @ 5.75 hrs/day	\$17,500 Title 1	\$20000
Common Planning Time	Teacher collaboration on Effective Practices	\$6,000 Title 1	\$ 7000
Supplemental Curriculum and Reading materials	Enrichment and Intervention	\$2,000 Title 1	\$1800
PD and supplemental materials for classroom use	Stemscores, CRLP, Reading Results, RALLI, ELD, NGSS, ST Math, K Conference, dual language workshops, CHAMPS, MTSS, Rtl,	\$20,000 LCFF Title 1	\$22000
Parent Involvement	Translation support, meeting supplies	\$500 Title 1	\$300
Assessment Supports	Assessment Review	\$4,000 Title I \$1,000 LCFF	\$35850

Library Access	Follet Library Services	\$2,000 LCFF	
	Library Clerk	\$24,000	
	Library Books	\$4000 LCFF	
	Library clerk first day ready	\$850 LCFF	
Technology Hardware/Software applications to support literacy and the 5Cs	Tech Champion Stipend	LCFF \$2000	\$9350
	A-Z Reader	Title I \$4334	
	Book Study/Class books	Title I \$3000	
Enrichment before and after school	After school tutoring	\$4000 Title 1	\$1800
	Parent Ed Nights		
Incentives	Biliteracy Awards	\$1000 LCFF	\$3000
	Reading Progress	\$2000 LCFF	
Student and Family Support Specialist		\$7,000 LCFF	\$19,000

ANALYSIS

Multi tiered systems of support strategies were implemented at varying levels as they developed throughout the year. Intervention was in place for students struggling in reading. Monitoring occurred in 6-8 week intervals for 175 students through the Intervention Progress Team process. Teachers attended IPT meetings when released from the classroom by a roving substitute teacher. Incentives were provided for students who participated in the dual language program and Spelling Bees.

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

Strategies were effective for a high percentage of students monitored through the IPT data process. Less than 10% of students in the IPT monitoring process were referred to Special Education Assessment. The strategies were not impactful to the level that they demonstrated effectiveness as planned and measured by CAASPP as they resulted in a decrease of 3% in the overall CAASPP ELA scores. Continued work is necessary in the area of professional development and collaboration/planning release time for teachers in ELD, Academic Language and rigor for the sub group of English Language Learners.

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

Expenses were used in the amounts indicated for the activities to support this goal.

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.

The expected increase in the percentage of students achieving met or exceeded on CAASPP ELA will remain incremental with a goal of reaching 50% in future years. The 2019-2020 school plan will include an increased focus on supporting teacher collaboration and planning time. Research in the area of teacher efficacy in the area of reading strategies (foundational skills in both English and Spanish) academic language and integrated and designated English Language Development. The increased amounts allocated toward these activities can be found in Goal 1 and 2 of the current SPSA.

Goal 2

Math - By June 2019, the number of all students in grades 3-8 scoring Standard Met or Exceeded on the CAASPP will increase by 6% (from 24% in 2018 to 30% in 2019) as measured by CAASPP mathematical scores schoolwide.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	30%	24%

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

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
MTSS	purchase supplemental curriculum for targeted interventions and enrichment	\$6000 LCFF	
Professional Development	Professional development training for teachers in the area of math (Bridges curriculum)	\$6,000 LCFF	
Grade level planning	plan and review math practices and benchmark assessments	\$500 LCFF	
Common Planning Time	release time for teacher collaboration	\$6000 LCFF	
Technology support for math	ST Math licenses Supplemental materials	\$6,000 LCFF \$1000 LCFF	\$6,793

Math, Science and Arts support	Math intervention support Supplies for Parent Nights	\$1000 LCFF \$1000 LCFF	
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ANALYSIS

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

Intervention in the form of small group with the classroom teacher was in place for students struggling in math. Students struggling in math were also monitored in 6-8 week intervals through the Intervention Progress Team process (136 students were monitored for academics in 2018-2019). Teachers attend the IPT meetings when released from the classroom by a roving substitute teacher.

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

Strategies were slightly effective as planned, but did not meet the target. Actual growth was a decrease by 6% in the overall percentage of students meeting or exceeding the standards on the CAASPP math scores. Continued work is necessary in the area of professional development and collaboration/planning time for teachers in math, as well as academic language and rigor for all students including the sub-group of English Language Learners.

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

Expenses were used in the amounts indicated for the activities to support this goal.

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.

Increased math collaboration time and professional development in math for teachers.

Goal 3

English Learners - By June 2019 the percentage of students who are English learners and who score a 4 on the English Language Proficiency Assessment (ELPAC) will increase by 10% (a score of 4 on the ELPAC is one requirement for reclassification) and the percentage of students who are English Learners and meet or exceed the standards on the CAASPP will increase by 6%.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC	29.8%	13.25%
CAASPP	25% of students in 3rd-5th grade will meet or exceed the standards 60% of students in 6th-8th grades will meet or exceed the standards	3rd Gr 14.7% of Ss Met or Exc 4th gr 6.25% of Ss Met or Exc 5th gr 9.21% of Ss Met or Exc 6th Gr 5% of Ss Met the standard 7th Gr 0% 8th Gr No data due to fewer than 10 students tested

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

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Common planning time	during and after school	included in goal 1	
Targeted Reading Intervention	Foundational reading skills	included in goal 1 LCFF	
Experiential and Inquiry Based Learning		\$4300 Title I	\$4300
Parent Ed and outreach	translation, parent workshops	\$2,000 Title I	\$2000
Coordinate services for English Learners	English Learner Coordinator	\$6,000 Title I	\$6000

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 in grades 3-8 participated in professional development in the area of Academic Conversations, as planned. Supplemental materials were available for English 3D and the English Learner Coordinator monitored and reviewed student progress as well as the reclassification process for all English Learners eligible to reclassify.

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

Effectiveness of the strategies in this goal are reflected in the amount of students who were reclassified to Fluent English Proficient. Another indicator of a positive impact of this goal is the

amount of students who continue to be successful during the monitoring phase after reclassification. These students will continue to be monitored for 4 years.

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

Expenses were used in the amounts indicated for the activities to support this goal.

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.

Professional development for teachers in the area of strategies effective for English Learners will continue. Percentage of students Reclassified as Fluent English Proficient is expected to decrease due to changes in the ELPAC cutpoints to a higher threshold to meet each level.

Goal 4

Safe and Connected School Environment - The students at Río Real will feel safe, connected to school and attend school in an orderly environment as measured by an increase in attendance rates up to 97.5%.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absentee	Decrease	3.7%
Positive Attendance rate 2018-2019	97.5%	97.01%

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

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Integration of the 5Cs into each subject area		No cost	
After school program	Teacher liaisons	RSD (ASES)	
Monitor Attendance Data	Meet thru SART	\$300 Title I	\$300

Counseling - Support family Connections	Intervention Progress Monitoring (release sub) 1 FTE counselor	\$2500 LCFF RSD	\$2500
Student and Family Support including home school communication	Support Specialist	Reflected in goal 1	
Clubs and Teams	Youth sports, Chess club, Cheer, recess and PE	\$6000 LCFF	\$6000
Student Leadership	Student leadership training conference	\$1206 LCFF	\$1206
SARC	School Accountability Report Card	\$1,000 LCFF	\$1,000

ANALYSIS

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

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

Students were supported through a positive behavior support approach with small group and individual contacts. An average of one hundred and thirty students participated in the after school program throughout the year where they received academic assistance, mentoring and a positive connection to school and personnel.

A full time counselor provided individual and small group counseling to students as well as coordinated Intervention Progress Team meetings and socio-emotional whole class sessions on a regular basis using the Mindful Mondays curriculum.

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

The overall attendance for the 2018-2019 school year was 97.01%, which is a decrease of .25% when compared to the 97.26% of the 2017-2018 school year. We did not meet the goal of 97.5% for 2018-2019.

The chronic absentee rate will be used as a baseline for the next academic year.

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

Expenses were used in the amounts indicated for the activities to support this goal.

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.

The positive attendance rate goal for 2019-2020 will be 97.0%. Río Real has the highest attendance rate in the Río School District, thus our attendance incentives will continue as indicated in the

2019-2020 attendance plan for Río Real. There will be a targeted focus to decrease the number of students who are chronically absent from school (10 or more absences) through individual peer contacts coordinated by the school counselor. These activities are reflected in Goal 4 of the 2019-2020 SPSA (Pages 15-19).

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	\$ 168,765
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 168,765

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	\$ 72,259

Subtotal of consolidated federal funds for this school: \$ [72,259]

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	\$96,506
ASES	\$ 1,000

Subtotal of consolidated state or local funds for this school: \$ [97,506]

Total of consolidated (federal, state, and/or local) funds for this school: \$[169,765]

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.