

Single Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Rio del Sol School K-8	56-72561-0137018	02/03/2021	

Ralph Córdova, Ph.D.

Name of School Principal

Signature of School Principal

Date

Stephanie Towner

Name of SSC Chairperson

Signature of SSC Chairperson

Date:

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Site Level:

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

The 2018-2019 CAASPP scores represent a baseline for Rio Del Sol, which allowed us to begin to identify and analyze trends during the 2019-2020 academic year, determine areas of academic and socio-emotional needs, and set goals for achieving increases in CAASPP performance.

The CAASPP was not administered state-wide in 2019-2020 due to COVID-19 school closures. Therefore, our current baseline for CAASPP is from the 2018-2019 academic year.

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

1. Established a teacher leadership team, curricular goals, which meets monthly.
2. Established Grade-Level Band leads, which meet monthly.
3. Established a School Site Council (11/11, 1/6, 2/17, 3/17, 5/19, 6/9).
4. Established an English Learner Advisory Committee (12/18, 1/8 , 2/26, 3/26, 5/7, 6/11)
5. Parent Teacher Student Association dates: 9/9, 10/14, 11/11, 12/9, 1/13, 2/10, 3/10, 4/14, 5/12, 6/9
6. Created a professional development collaborative team to discuss effective practices and review data (5-day Summer Institute 8/3-8/7/2020).
7. Weekly Faculty meetings focused on K-8, grade level, and, grade-band level.
8. Established Report Card Redesign Committee.
9. Integrated the use of technology into daily curriculum design.
10. Developed and maintained Intervention Progress Team to support struggling students.
11. Continued efforts to support and maintain our Teacher Leadership culture.
12. Developed and implemented a student re-engagement process during COVID-19 distanced learning.
13. School Site Council approved SPSA on February 3, 2021.

Goals, Strategies, & Proposed Expenditures

Goal 1: English Language Arts

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

Our goal last year, in 2019-2020, was to improve the 2018-2019 CAASPP score 57.94% overall ELA performance to 61% by the May 2020 CAASPP performance. Due to COVID-19 school closure the CAASPP was not administered. This goal continues to be relevant as we are on a continuous improvement cycle for student performance in English Language Arts.

Basis for this Goal

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

baseline for performance achievement. Last year, during 2019-2020 academic year, the CAASPP was not administered due to COVID-19 school closures.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA	57.94% of 3rd-6th graders earned a score of 3 or 4.	61% of 3rd-7th graders will earn a score of 3 or 4. CAASPP was not administered due to COVID-19 school closure.
CAASPP ELA EL subgroup	40.20% of 3rd-6th graders earned a score of 3 or 4.	42.5% of 3rd-7th graders will earn a score of 3 or 4. CAASPP was not administered due to COVID-19 school closure.

2018-2019 ELA CAASPP performance for ALL students at Rio Del Sol (first year to take CAASPP as a school)	57.95%
2018-2019 ELA CAASPP performance for ELL students at Rio Del Sol (first year to take CAASPP as a school)	40.20%
2019-2020 ELA CAASPP was not administered due to COVID-19 school closures.	N/A

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 for Goal 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The school will establish collaborative grade-level and grade-band level professional development structure to share effective strategies and monitor the progress of students. Teacher leaders will refine a multi-tiered system of support to help address literacy growth. Support and professional development for literacy in all subject areas will continue to support and align to the 5Cs characteristics (Collaborating, Critical Thinking, Creating, Communicating and Caring) of engaging students.

1. Weekly faculty meetings for 60 minutes focused on best practices, strategies, as well as examining student performance data.

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

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

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

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

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

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

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

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

2.h. Professional Development for teachers to define standards-based approaches to Rio Del Sol's Transdisciplinary practices that cut across and harness the STEAM disciplines. **\$10,000.**

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

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

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$ 32,500.00
Source(s)	Title 1: \$ 32,500.00

Budget Reference(s)

Title 1 Budget Code:

Goal 2: Math

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

Our goal last year, 2019-2020 was to move last year's 40.59% overall Math performance to to 43% by the May 2020 CAASPP performance. **Unfortunately we were unable to administer the CAASPP in the 2019-2020 academic year due to COVID-19 school closures.** This goal, however, was relevant as we are on a continuous improvement cycle for student performance. Furthermore, the District and Rio Del Sol continue to have mathematics performance a priority.

For the 2020-2019 our goal is to use Common Formative Assessment data from the District, and individual teacher assessments to ascertain student math performance. In May 2021, the CAASPP will be administered.

2018-2019 Math CAASPP performance for ALL students at Rio Del Sol (first year to take CAASPP as a school)	40.59%
2018-2019 ELA CAASPP performance for ELL students at Rio Del Sol (first year to take CAASPP as a school)	30.22%
2019-2020 Math CAASPP was not administered due to COVID-19 school closures.	N/A

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Math	40.59% of 3rd-6th graders earned a score of 3 or 4.	43% of 3rd-7th graders will earn a score of 3 or 4. CAASPP was not administered due to COVID-19 school closure.
CAASPP Math EL Subgroup	30.22% of 3rd-6th graders earned a score of 3 or 4.	33% of 3rd-7th graders will earn a score of 3 or 4. CAASPP was not administered due to COVID-19 school closure.

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 for Goal 2

Students to be Served by this Strategy/Activity

All students will receive direct educational services based on the activities.

Strategy/Activity

1. Weekly meetings for faculty, grade level, and grade bands will occur focused on student performance and best practices.
2. Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, ELD, NGSS, **ST-Math**, Kindergarten.
3. A Multi-Tiered System of Support will be refined which includes parent involvement in the process of monitoring student support and enrichment opportunities.
 - 3.a. Teacher teams develop objectives, goals, curriculum and learning experiences; plan and review literacy and math practices and benchmark assessments.
 - 3.b. Professional development (ex. Literacy, Math, Science, CHAMPS, MTSS, Rtl) for staff (substitutes for planning days/grade level meetings)
 - 3.c. Purchase supplemental curriculum and/or reading material for the targeted intervention and enrichment in all subject areas
 - 3.d. Parent involvement; Translation support and meeting supplies
 - 3.e. Assessment support (Substitutes, Kindergarten assessments, formative assessment review)

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

3.g. Kindergarten Reading intervention teacher (70 days/5 hrs)

3.h. Support Specialist/Office staff.

4. District-adopted Bridges curriculum for grades K-5. In the event we will require consumables, we allocate **\$3,000 for supplemental math materials support.**

5 CMP3 curriculum for grades 6-8. In the event we will require consumables, we allocate **\$3,400 for supplemental math materials support.**

6. ST-Math for grades K-8, **\$14,000 (District-paid).**

7. Support teachers with standards-aligned online mathematics programs (e.g. in the Middle School: Khan Academy, CMP3).

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,400
Source(s)	Title 1: \$6,400
Budget Reference(s)	Title 1 Budget Code:

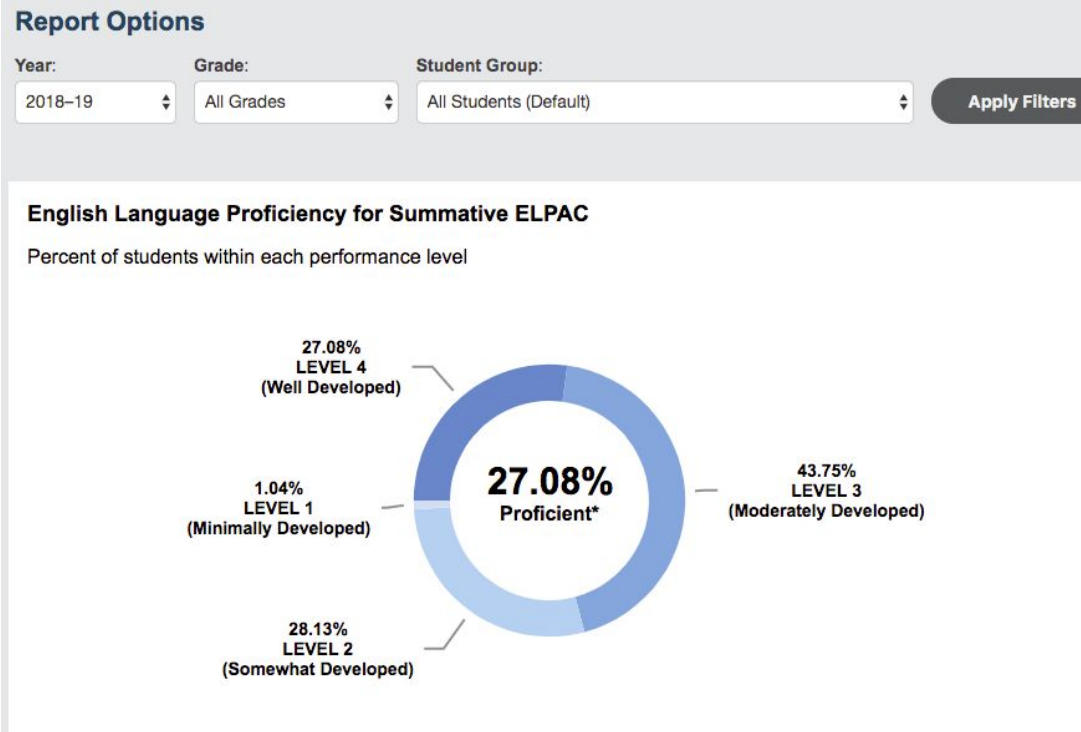
Goal 3: English Language Learners

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

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

Level 4: 27.08%

Level 3: 43.75%
 Level 2: 28.13%
 Level 1: 1.04%



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

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

Basis for this Goal

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

Level 4: 27.08%

Level 3: 43.75%

Level 2: 28.13%

Level 1: 1.04%

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

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

Expected Annual Measurable Outcomes

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

PLANNED STRATEGIES/ACTIVITIES

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners and Low socio-economic

Strategy/Activity

1. Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, ELD, NGSS, ST-Math, Kindergarten Conference, workshops, etc.
2. A school-wide targeted intervention program to address the reading accuracy, fluency and comprehension needs of struggling readers and English learners as measured by district benchmark assessments will be monitored on a regular basis. Plan and calendar 6-8 week Response to Intervention via Intervention Progress Team to support K-6th students and teachers.
3. Provide opportunities for experiential learning and inquiry design that integrates all subjects for a deeper and more engaging way to develop vocabulary and an understanding of the world and a variety of concepts in which to develop the English language around.
4. Provide parent education and outreach, translation support, and guidance on supporting EL learners and reclassification criteria (Coffee w/Principal, parent workshops, ELAC, SSC, fliers, communication, etc.).
5. For our long-term English Learners (LTELs), we have designated ELD instruction, tutoring, and supplemental ELD online and physical materials.
6. 2 Site EL coordinators **\$3,000**
7. Professional Development for teachers with LTELs to support them to advance to proficient level. **\$4,000**

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$7,000
Source(s)	Title 1: \$7,000
Budget Reference(s)	Title 1 Budget Code:

Goal 4: Attendance

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

Our goal in 2019-2020 was to increase attendance from the previous years from 96.6 to 97.5%.

Our attendance for 2019-2020 was at 98%. **We exceeded our attendance goal.**

For the 2020-2021 academic year, in the midst of COVID-19 school closure and distance learning, our goal will be to maintain attendance at 98% attendance rate.

This goal is relevant as attendance is directly related to students' academic performance and socio-emotional wellbeing.

Basis for this Goal

Rio del Sol is a school of choice. Given feedback from multiple stakeholders, families appreciate the school, its teachers and leadership, and that goodwill serves to maintain positive learning habits among students for them to want to attend class.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2018-2019 CDE Dashboard-chronic absenteeism indicator	96.6%	97.5%
2019-2020 CDE Dashboard-chronic absenteeism indicator	98%	98% due to COVID-19 Distanced Learning

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

1. The school and district "Profile of a Learner" attributes will be integrated in all aspects of the day, curriculum and customer service practices. The 5C's, Collaborating, Creating, Critical Thinking, Communicating and Caring are orienting practices which we have defined within the backdrop of Rio del Sol's TransDisciplinary philosophy.

2. The school counselor will support student and family connections through parent meetings, parenting classes, Social and Emotional (SEL) Learning supports, school based counseling support, outreach efforts to all students. The school counselor will maintain connections and refer families to community agencies in efforts to increase developmental assets in the home, community and school. Support a Multi-tiered system of support for behavior which includes CHAMPS, Restorative Justice, Social-Emotional Learning (SEL), alternative means of corrections, etc. Purchase supplemental books and materials for social, emotional and behavioral supports.
3. Bridge the school day with the after school program to further engage students and support positive attendance during the day. The Design Time Committee (DPT) will establish the structure for Flowing Fridays, a way to sustain CPT for teachers.
4. Support a systematic process for monitoring attendance data in efforts to meet with parents and students with the goal of improving attendance.
5. Support a variety of distance learning projects facilitated by school-wide participation under the direction of teachers and administrators.

Proposed Expenditures for this Strategy/Activity

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

Goal 5: Social Emotional Learning

Our academic goals will be enhanced when the whole child is cared for and nurtured. This is even more important now during Covid-19 school closure. In parent, student, and teacher surveys with Youth-Truth in spring 2020, prior to school closure, students feeling being cared for by their teachers was higher than the district average. However, since school closure, a trend has held steady for a small group of students, in grades 6-8. Feedback from teachers indicate students pervasively keep their cameras turned off, or do not complete assignments. Feedback from parents indicate that they too are feeling pressure at home to keep their children engaged.

Because this is the first year to implement this goal, we do not have a metric from last year.

A metric we do have for this year, however, is to see a drop in absences and incomplete assignments.

Basis for this Goal

The 2020-2021 academic year from August until now has been administered all online. During the spring 2020 and current school closures, an uptick in student disengagement has been an issue for a small group of students at Rio Del Sol. The pervasive theme among student disengagement is due to students feeling disconnected from social interactions with peers. From surveying teachers and parents, we determined that a fifth goal, on supporting students to fee

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2019-2020 for Attendance	98 %	98.5%
2019-2020 Youth-Truth Surveys Report of Feeling Cared for by Teachers and School Personnel	95%	98%

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

1. The school and district “Profile of a Learner” attributes will be integrated in all aspects of the day, curriculum and customer service practices. The 5C’s, Collaborating, Creating, Critical Thinking, Communicating and Caring are orienting practices which we have defined within the backdrop of Rio del Sol’s TransDisciplinary philosophy.
2. The school counselor will support student and family connections through parent meetings, parenting classes, Social and Emotional (SEL) Learning supports, school based counseling support, outreach efforts to all students. The school counselor will maintain connections and refer families to community agencies in efforts to increase developmental assets in the home, community and school. Support a Multi-tiered system of support for behavior which includes CHAMPS, Restorative Justice, Social-Emotional Learning (SEL), alternative means of corrections, etc. Purchase supplemental books and materials for social, emotional and behavioral supports.
3. Bridge the school day with the after school program to further engage students and support positive attendance during the day.
4. Support a systematic process for monitoring attendance data in efforts to meet with parents and students with the goal of improving attendance.

5. Support a variety of distance learning projects facilitated by school-wide participation under the direction of teachers and administrators.
6. Mentor & Me Program, identifying students who have undergone Rio's re-engagement process, and provide them with a teacher mentor to do weekly academic and SEL support.
7. Disengagement and isolation is prevalent in COVID-19 school closure. To mitigate this, certificated and classified staff will offer times during the week during non-instructional time to interact with students who are identified as needing additional support.

Proposed Expenditures for this Strategy/Activity

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

Annual Review and Update

SPSA Year Reviewed: 2019-2020

Goal 1: English Language Arts Performance

ELA scores for 2019-2020 AY are based on the 2018-2020 CAASPP scores due to CAASPP not being administered due to COVID-19 school closures.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018-2019 ELA CAASPP for All Students: 57.94%	2019-2020 CAASPP 61%	N/A due to CAASPP not being administered
2018-2019 ELA CAASPP for EL subgroup: 40.20%	2019-2020 CAASPP for EL subgroup: 42.5%	N/A due to CAASPP not being administered

STRATEGIES/ACTIVITIES

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

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>The school will establish collaborative teacher teams to meet during their Design Time to discuss effective strategies and monitor the progress of students. Teacher leaders will refine a multi-tiered system of support to help address literacy growth. Support and professional development for literacy in all subject areas will continue to support and align to the 5Cs characteristics (Collaborating, Critical Thinking, Creating, Communicating and Caring) of engaging students.</p> <p>1. Common Planning Time during the school day and after school will allow teachers to collaborate about effective practices and monitor student progress (substitutes for planning days/ grade level meetings).</p> <p>1.a. Substitutes for Design Time teacher planning: Weekly Monday and Tuesday meetings, 85 minutes per grade level, for 27. Weeks (9/9, 10, 16, 17, 23, 24; 10/1, 7, 14, 15, 28, 29; 11/4 & 5, 12/2, 3, 9, 10, 16, 17; 2/24 & 25; 3/2, 3, 9, 10, 16, 17, 23, 24, 30, 31; 4/20, 21, 27, 28; 5/4, 5, 11, 12, 18, 19; 6/1, 2, 8, 9): \$24,000.</p> <p>1.b. Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts.</p>	<p>The school will establish collaborative teacher teams to meet during their Design Time to discuss effective strategies and monitor the progress of students. Teacher leaders will refine a multi-tiered system of support to help address literacy growth. Support and professional development for literacy in all subject areas will continue to support and align to the 5Cs characteristics (Collaborating, Critical Thinking, Creating, Communicating and Caring) of engaging students.</p> <p>1. Common Planning Time during the school day and after school will allow teachers to collaborate about effective practices and monitor student progress (substitutes for planning days/ grade level meetings).</p> <p>1.a. Substitutes for Design Time teacher planning: Weekly Monday and Tuesday meetings, 85 minutes per grade level, for 27. Weeks (9/9, 10, 16, 17, 23, 24; 10/1, 7, 14, 15, 28, 29; 11/4 & 5, 12/2, 3, 9, 10, 16, 17; 2/24 & 25; 3/2, 3, 9, 10): 15,000.</p> <p>1.b. Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts. Provide professional</p>	<p>\$ 86,500</p>	<p>\$ 77,500</p>

<p>Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, ELD, NGSS, ST-Math, Kindergarten Conference, workshops, etc. \$10,000</p> <p>2. A Multi-Tiered System of Support will be refined which includes parent involvement in the process of monitoring student support and enrichment opportunities.</p> <p>2.a. Teacher teams develop objectives, goals, curriculum and learning experiences; plan and review literacy and math practices and benchmark assessments.</p> <p>2.b. Professional development (ex. Literacy, Math, Science, CHAMPS, MTSS, RtI) for staff (substitutes for planning days/grade level meetings) \$5,000</p> <p>2.c. Purchase supplemental curriculum and/or reading material for the targeted intervention and enrichment in all subject areas</p> <p>2.d. Parent involvement; Translation support and meeting supplies</p> <p>2.e. Assessment support (Substitutes, Kindergarten assessments, formative assessment review)</p> <p>2.f. School based counseling support; progress monitoring and SEL supports</p> <p>2.g. Reading intervention teacher (70 days/5 hrs) \$30,000</p>	<p>development and supplemental materials for classroom use. Ex. CRLP/Reading Results, ELD, NGSS, ST-Math, Kindergarten Conference, workshops, etc. \$10,000</p> <p>2. A Multi-Tiered System of Support will be refined which includes parent involvement in the process of monitoring student support and enrichment opportunities.</p> <p>2.a. Teacher teams develop objectives, goals, curriculum and learning experiences; plan and review literacy and math practices and benchmark assessments.</p> <p>2.b. Professional development (ex. Literacy, Math, Science, CHAMPS, MTSS, RtI) for staff (substitutes for planning days/grade level meetings) \$5,000</p> <p>2.c. Purchase supplemental curriculum and/or reading material for the targeted intervention and enrichment in all subject areas</p> <p>2.d. Parent involvement; Translation support and meeting supplies</p> <p>2.e. Assessment support (Substitutes, Kindergarten assessments, formative assessment review)</p> <p>2.f. School based counseling support; progress monitoring and SEL supports</p> <p>2.g. Reading intervention teacher (70 days/5 hrs) \$30,000</p>		
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<p>2.h. Support Specialist/Office staff \$7,000</p> <p>3. Increased library access (before and after school extended library hours) with improved selection of material available for student and staff use.</p> <p>3.a. Follett Library Books \$2,500</p> <p>3.b. Part-time Library Clerk \$8,000</p>	<p>2.h. Support Specialist/Office staff \$7,000</p> <p>3. Increased library access (before and after school extended library hours) with improved selection of material available for student and staff use.</p> <p>3.a. Follett Library Books \$2,500</p> <p>3.b. Part-time Library Clerk \$8,000</p>		
		LCFF: \$ 34,000	LCFF: \$ 34,000
		Title 1: \$ 52,500	Title 1: \$ 52,500

ANALYSIS

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

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

N/A DUE to COVID-19 School Closure and Test Administration Cancelled.

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

N/A DUE to COVID-19 School Closure and Test Administration Cancelled.

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

N/A DUE to COVID-19 School Closure and Test Administration Cancelled.

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

N/A DUE to COVID-19 School Closure and Test Administration Cancelled.

Goal 2: Mathematics Performance

Math scores for 2019-2020 AY are based on the 2018-2020 CAASPP scores due to CAASPP not being administered due to COVID-19 school closures.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018-2019 Math CAASPP for All Students: 40.59%	2019-2020 CAASPP 43%	N/A due to CAASPP not being administered
2018-2019 Math CAASPP for EL subgroup: 30.22%	2019-2020 CAASPP for EL subgroup: 33%%	N/A due to CAASPP not being administered

STRATEGIES/ACTIVITIES

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

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Design Time during the school day and after school will allow teachers to collaborate about effective practices and monitor student progress (substitutes for planning days/ grade level meetings).</p> <p>1.a. Substitutes for Design Time teacher planning: Weekly Monday and Tuesday meetings, 85 minutes per grade level, for 27. Weeks (9/9, 10, 16, 17, 23, 24; 10/1, 7, 14, 15, 28, 29; 11/4 & 5, 12/2, 3, 9, 10, 16, 17; 2/24 & 25; 3/2, 3, 9, 10, 16, 17, 23, 24, 30, 31; 4/20, 21, 27, 28; 5/4, 5, 11, 12, 18, 19; 6/1, 2, 8, 9).</p> <p>1.b. Support effective integration of ELA standards and literacy through Science, Math, Social</p> <p>Studies and the arts. Provide professional development and supplemental materials for</p>	<p>1. Design Time during the school day and after school will allow teachers to collaborate about effective practices and monitor student progress (substitutes for planning days/ grade level meetings).</p> <p>1.a. Substitutes for Design Time teacher planning: Weekly Monday and Tuesday meetings, 85 minutes per grade level, for 27. Weeks (9/9, 10, 16, 17, 23, 24; 10/1, 7, 14, 15, 28, 29; 11/4 & 5, 12/2, 3, 9, 10)</p> <p>1.b. Support effective integration of ELA standards and literacy through Science, Math, Social</p> <p>Studies and the arts. Provide professional development and supplemental materials for</p> <p>classroom use. Ex. CRLP/Reading Results, RALLI,</p>	\$14,000	\$14,000

<p>classroom use. Ex. CRLP/Reading Results, RALLI, ELD, NGSS, ST-Math, Kindergarten</p> <p>Conference, workshops, etc.</p> <p>2. A Multi-Tiered System of Support will be refined which includes parent involvement in the process of monitoring student support and enrichment opportunities.</p> <p>2.a. Teacher teams develop objectives, goals, curriculum and learning experiences; plan and review literacy and math practices and benchmark assessments.</p> <p>2.b. Professional development (ex. Literacy, Math, Science, CHAMPS, MTSS, RtI) for staff (substitutes for planning days/grade level meetings)</p> <p>2.c. Purchase supplemental curriculum and/or reading material for the targeted intervention and enrichment in all subject areas</p> <p>2.d. Parent involvement; Translation support and meeting supplies</p> <p>2.e. Assessment support (Substitutes, Kindergarten assessments, formative assessment review)</p> <p>2.f. School based counseling support; progress monitoring and SEL supports</p> <p>2.g. Reading intervention teacher (70 days/5 hrs)</p>	<p>ELD, NGSS, ST-Math, Kindergarten</p> <p>Conference, workshops, etc.</p> <p>2. A Multi-Tiered System of Support will be refined which includes parent involvement in the process of monitoring student support and enrichment opportunities.</p> <p>2.a. Teacher teams develop objectives, goals, curriculum and learning experiences; plan and review literacy and math practices and benchmark assessments.</p> <p>2.b. Professional development (ex. Literacy, Math, Science, CHAMPS, MTSS, RtI) for staff (substitutes for planning days/grade level meetings)</p> <p>2.c. Purchase supplemental curriculum and/or reading material for the targeted intervention and enrichment in all subject areas</p> <p>2.d. Parent involvement; Translation support and meeting supplies</p> <p>2.e. Assessment support (Substitutes, Kindergarten assessments, formative assessment review)</p> <p>2.f. School based counseling support; progress monitoring and SEL supports</p> <p>2.g. Reading intervention teacher (70 days/5 hrs)</p>		
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2.h. Support Specialist/Office staff. 3. ST-Math Subscription for K-7: \$14,000	2.h. Support Specialist/Office staff. 3. ST-Math Subscription for K-7: \$14,000		
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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.

N/A DUE to COVID-19 School Closure and Test Administration Cancelled.

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

N/A DUE to COVID-19 School Closure and Test Administration Cancelled.

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

N/A DUE to COVID-19 School Closure and Test Administration Cancelled.

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

N/A Start-Up Year

Goal 3: English Language Learner Performance

ELPAC scores for 2019-2020 AY are based on the 2018-2020 ELPAC scores due to CAASPP not being administered due to COVID-19 school closures.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
2019-2020 ELPAC scores: Levels 1-2: 18%; Levels 3-4: 72%	Levels 1-2: 22%; Levels 3-4: 76%	N/A due to COVID School Closures
40.20% of 3rd-6th graders earned a score of 3 or 4.	42.5% of 3rd-7th graders will earn a score of 3 or 4.	CAASPP was not administered due to COVID-19 school closure.

2018-2019 Math CAASPP for EL subgroup: 30.22%

2019-2020 CAASPP for EL subgroup: 33%

N/A due to CAASPP not being administered

STRATEGIES/ACTIVITIES

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

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Establish the Common Planning Time for collaborating during the school day will allow teachers to engage in effective practices and monitor student progress (substitutes for planning days/ grade level meetings).</p> <p>1.a. Substitutes for Design Time teacher planning: Weekly Monday and Tuesday meetings, 85 minutes per grade level, for 27. Weeks (9/9, 10, 16, 17, 23, 24; 10/1, 7, 14, 15, 28, 29; 11/4 & 5, 12/2, 3, 9, 10, 16, 17; 2/24 & 25; 3/2, 3, 9, 10, 16, 17, 23, 24, 30, 31; 4/20, 21, 27, 28; 5/4, 5, 11, 12, 18, 19; 6/1, 2, 8, 9).</p> <p>1.b. Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, ELD, NGSS, ST-Math, Kindergarten Conference, workshops, etc.</p> <p>2. A school-wide targeted intervention program to address the reading accuracy, fluency and comprehension</p>	<p>1. Establish the Common Planning Time for collaborating during the school day will allow teachers to engage in effective practices and monitor student progress (substitutes for planning days/ grade level meetings).</p> <p>1.a. Substitutes for Design Time teacher planning: Weekly Monday and Tuesday meetings, 85 minutes per grade level, for 27. Weeks (9/9, 10, 16, 17, 23, 24; 10/1, 7, 14, 15, 28, 29; 11/4 & 5, 12/2, 3, 9, 10, 16, 17; 2/24 & 25; 3/2, 3, 9, 10).</p> <p>1.b. Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, ELD, NGSS, ST-Math, Kindergarten Conference, workshops, etc.</p> <p>2. A school-wide targeted intervention program to address the reading accuracy, fluency and</p>	<p>\$3,000</p>	<p>\$3,000</p>

<p>needs of struggling readers and English learners as measured by district benchmark assessments will be monitored on a regular basis. Plan and calendar 6-8 week RtI support for K-6th</p> <p>3. Substitute teachers for teachers to examine data from Common Formative</p> <p>4. Provide opportunities for experiential learning opportunities and inquiry design that integrates all subjects for a deeper and more engaging way to develop vocabulary and an understanding of the world and a variety of concepts in which to develop the English language around.</p> <p>5. Provide parent education and outreach, translation support, and guidance on supporting EL learners and reclassification criteria (Coffee w/Principal, parent workshops, fliers, communication, etc.)</p> <p>5.a. 2 Site EL coordinators \$3,000</p>	<p>comprehension needs of struggling readers and English learners as measured by district benchmark assessments will be monitored on a regular basis. Plan and calendar 6-8 week RtI support for K-6th</p> <p>3. Substitute teachers for teachers to examine data from Common Formative</p> <p>4. Provide opportunities for experiential learning opportunities and inquiry design that integrates all subjects for a deeper and more engaging way to develop vocabulary and an understanding of the world and a variety of concepts in which to develop the English language around.</p> <p>5. Provide parent education and outreach, translation support, and guidance on supporting EL learners and reclassification criteria (Coffee w/Principal, parent workshops, fliers, communication, etc.)</p> <p>5.a. 2 Site EL coordinators \$3,000</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.

N/A DUE to COVID-19 School Closure and Test Administration Cancelled.

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

N/A DUE to COVID-19 School Closure and Test Administration Cancelled.

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

N/A DUE to COVID-19 School Closure and Test Administration Cancelled.

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

N/A DUE to COVID-19 School Closure and Test Administration Cancelled.

Goal 4: Attendance

ELA scores for 2019-2020 AY are based on the 2018-2020 CAASPP scores due to CAASPP not being administered due to COVID-19 school closures.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018-2019 AY: Attendance was 96.6	2019-2020 AY: 97.5%	98%

STRATEGIES/ACTIVITIES

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

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
1. The school and district "Profile of a Learner" attributes will be integrated in all aspects of the day, curriculum and customer service practices. The 5C's, Collaborating, Creating, Critical Thinking, Communicating and	1. The school and district "Profile of a Learner" attributes will be integrated in all aspects of the day, curriculum and customer service practices. The 5C's, Collaborating, Creating, Critical Thinking,	N/A	N/A

<p>Caring are orienting practices which we have defined within the backdrop of Rio del Sol's TransDisciplinary philosophy.</p> <p>2. The school counselor will support student and family connections through parent meetings, parenting classes, Social and Emotional (SEL) Learning supports, school based counseling support, outreach efforts to all students. The school counselor will maintain connections and refer families to community agencies in efforts to increase developmental assets in the home, community and school. Support a Multi-tiered system of support for behavior which includes CHAMPS, Restorative Justice, Social-Emotional Learning (SEL), alternative means of corrections, etc. Purchase supplemental books and materials for social, emotional and behavioral supports.</p> <p>3. Bridge the school day with the after school program to further engage students and support positive attendance during the day. The Design Time Committee (DPT) will establish the structure for Flowing Fridays, a way to sustain CPT for teachers. During Flowing Fridays students, community members and local leaders develop and enact workshops for our K-6 students.</p> <p>4. Support a systematic process for monitoring attendance data in efforts to meet with parents and students with the goal of improving attendance.</p> <p>5. Support a variety of playground activities for recess and P.E.</p>	<p>Communicating and Caring are orienting practices which we have defined within the backdrop of Rio del Sol's TransDisciplinary philosophy.</p> <p>2. The school counselor will support student and family connections through parent meetings, parenting classes, Social and Emotional (SEL) Learning supports, school based counseling support, outreach efforts to all students. The school counselor will maintain connections and refer families to community agencies in efforts to increase developmental assets in the home, community and school. Support a Multi-tiered system of support for behavior which includes CHAMPS, Restorative Justice, Social-Emotional Learning (SEL), alternative means of corrections, etc. Purchase supplemental books and materials for social, emotional and behavioral supports.</p> <p>3. Bridge the school day with the after school program to further engage students and support positive attendance during the day. The Design Time Committee (DPT) will establish the structure for Flowing Fridays, a way to sustain CPT for teachers. During Flowing Fridays students, community members and local leaders develop and enact workshops for our K-6 students.</p> <p>4. Support a systematic process for monitoring attendance data in efforts to meet with parents and students with the goal of improving attendance.</p>		
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	5. Support a variety of playground activities for recess and P.E.		
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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.

In 2019-2020 AY, attendance increased from 97.5% to 98%.

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

Outreach to students and families prior to and during Covid-19 school closures positively impacted the increase in attendance.

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

None

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 2020-2021, the School Site Council added a 5th goal: Social Emotional Learning and Programming. This new goal acknowledges that students require more than just academic support.

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

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 45,900.00

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

\$ 45,900.00

Consolidation of Funds

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

Federal Programs	Allocation (\$)
Title I	\$45,900.00

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

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

State or Local Programs	Allocation (\$)

Subtotal of consolidated state or local funds for this school: \$ 45,900

Total of consolidated (federal, state, and/or local) funds for this school: **\$ 45,900**