

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 Rosales Elementary	56 72561 6118061	01.06.2020	

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.

Attested:
Ryan Howatt

Principal Name

Louis Ramirez


Signature of School Principal

Date

Louis Ramirez


Signature of SSC Chairperson

Date

1/16/2020

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

The Rio Rosales School Site Council met regularly during the 2019 - 2020 academic year to review, plan, develop and monitor the Rio Rosales Single Plan for Student Achievement.
The Rio Rosales School Site Council sought input from the public, our English Learners Advisory Committee, our English Learner Coordinators, our Gifted and Talented committee and local law enforcement.

Site Level:

As part of our professional practice at Rio Rosales, CAASPP (California Assessment of Student Progress & Performance) data has been reviewed in detail. In particular, a detailed analysis of State and Local Assessment has been reviewed by our stakeholders. Overall 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:

1. Established a teacher leadership team
2. Established a School Site Council
3. Established an English Learner Advisory Committee
4. Created a professional development plan targeting English Learners, Multi-Tiered Systems of Support and continuing our work around creating a comprehensive set of behavioral expectations.
5. Integrated the use of technology into daily curriculum design
6. Developed a series of intervention designed to help struggling learners

The School Site Council met on the following dates: November 20th, 2019; December 11, 2019; January 6, 2020
Community input was sought on: December 12, 2019

English Learner Input was sought on: December 11, 2019; December 12, 2019

Goals, Strategies, & Proposed Expenditures

Goal 1

ACADEMIC SCHOOL GOAL: By June 5, 2020 all eligible students in grades 3 - 5 will take the California Assessment of Student Performance and Progress (CAASPP). Through strategic professional learning, implementation of best practices and community partnerships, Rio Rosales scores of 3 and 4 on the ELA section of the CAASPP will increase by at least five percent from 43% in the 2018-2019 academic year to at least 48% on the 2019-2020 CAASPP. Rio Rosales scores of 1 and 2 on the ELA section of the CAASPP will decrease by at least five percent from 55% in the 2018-2019 academic year to at most 50% in the 2019-2020 academic year.

Basis for this Goal

We were able to accomplish our similar goal last year with a target of 5% increase in 3's and 4's and a 5% decrease in 1's and 2's.. It is reasonable to continue stretching that goal by consolidating our best practices and adopting new strategies.

Score	CAASPP Grade 3 ELA				Δ %	CAASPP Grade 4 ELA				Δ %	CAASPP Grade 5 ELA				Δ %	
	16/17 %	17/18 %	18/19 %	Δ 17/18 -18-19		Score	16/17 %	17/18 %	18/19 %		Δ 17/18 -18-19	Score	16/17 %	17/18 %		18/19 %
1	29	37	29	-8%		1	48	47	40	-7%		1	35	33	34	1%
2	35	30	23	-7%	-15%	2	21	25	18	-7%	-14%	2	27	25	21	-4%
3	18	7	28	10%		3	25	14	24	10%		3	29	30	27	-3%
4	17	24	20	-4%	+6%	4	6	13	18	5%	+15%	4	9	11	19	8%

GOAL: Met

3's and 4's were at 45% Scores of 3 & 4 Increased by 5.2 %

1's and 2's were at 55% Scores of 1 & 2 Decreased by 10.6 %

--	--

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA	43% of children in grades 3 - 5 met CAASPP ELA criteria for passing.	At least 48% of children in grades 3 - 5 will meet CAASPP criteria for passing.
CAASPP ELA	55% of children in grades 3 - 5 did NOT meet CAASPP ELA criteria for passing.	A reduction of at least 5% to 50% not meeting or nearly meeting passing CAASPP criteria.

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 as with specific focus on underperforming subgroups. All students will demonstrate growth as a whole. Specifically, underperforming subgroups identified by the CDE Dashboard to be addressed are: Students with Disabilities, English Learners, Hispanic Students and Socio-economically Disadvantaged students.

Strategy/Activity CAASPP

Adoption of classroom sets of literature that promote positive culture and mindfulness, as well as address content standards in respective grade levels. Each grade level will be given \$800 to purchase materials. Additional opportunities to develop and source curriculum will be provided.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5,000
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 as with specific focus on underperforming subgroups.

Strategy/Activity

CAASPP Goal Setting with students in grades 3 - 5 done in sessions designed to give a general overview of the CAASPP and then provide training and goal setting to prepare for the demands of format, content and engagement on the CAASPP. All students in grades 3 - 5 will complete a personal goal sheet that aligns with school goals.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
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)

Families in grades 3 - 5.

Strategy/Activity

Two CAASPP parent evenings in February and March designed to help families become familiar with the CAASPP assessments in May. The first evening is designed to give a general overview of the CAASPP and requirements of format, content and engagement. The second evening is designed to give families a chance to take practice tests together and design a plan to help each child develop strategies for success on the CAASPP.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$1000

Sources(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)

Students served will be those identified by Rio Rosales criteria for attendance in the After School Program. Typically, spaces to the After School Program are determined based on sources such as socio-economic disadvantage, academic and/or social emotional needs.

Strategy/Activity

Teachers will be paid an hourly rate that includes a half-hour of preparatory time to design lessons that address core academic needs in innovative ways. Teacher recruitment and program development will be a primary focus this year.



Proposed Expenditures for this Strategy/Activity

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

Goal 2

GOAL 2

ACADEMIC SCHOOL GOAL: By June 5, 2020 all eligible students will take the California Assessment of Student Performance and Progress (CAASPP). Through strategic professional learning, implementation of best practices and community partnerships, Rio Rosales scores of 3 and 4 on the math section of the CAASPP will increase by at least 5 percent from 42% the 2018-2019 academic year to 47% on the 2019-2020 CAASPP. Rio Rosales scores of 1 and 2 on the math section of the CAASPP will decrease by at least five percent from 58% in the 2018 - 2019 academic year to 53% in the 2019 - 2020 academic year.

Basis for this Goal

We were able to accomplish our similar goal last year with a target of 5% increase in 3's and 4's and a 5% decrease in 1's and 2's.. It is reasonable to continue stretching that goal by consolidating our best practices and adopting new strategies.

CAASPP Grade 3 Math					Δ %	CAASPP Grade 4 Math					Δ %	CAASPP Grade 5 Math					Δ %
Score	16/17 %	17/18 %	18/19 %	17/18		Score	16/17 %	17/18 %	18/19 %	17/18		Score	16/17 %	17/18 %	18/19 %	17/18	
1	36	32	22	-10%		1	48	41	29	-12%		1	48	56	31	-25%	
2	23	16	28	12%	+2%	2	21	34	31	-3%	-15%	2	25	26	34	8%	-17%
3	28	31	28	-3%		3	25	17	23	5%		3	21	11	15	4%	
4	9	20	22	2%	-1%	4	6	6	17	11%	+16%	4	6	7	20	13%	+17%

GOAL: Partially Met

3's and 4's were at 43% Scores of 3 & 4 Increased by 10.6 %

1's and 2's were at 58% Scores of 1 & 2 Decreased by 10% (Goal was 56%)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP MATH	43% of children in grades 3 - 5 met CAASPP criteria for passing.	At least 48% of children in grades 3 - 5 will meet CAASPP criteria for passing.
CAASPP MATH	58% of children in grades 3 - 5 did NOT meet CAASPP criteria for passing.	A reduction of at least 5% to 53% not meeting or nearly meeting passing CAASPP criteria.

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 as with specific focus on underperforming subgroups. All students will demonstrate growth as a whole. Specifically, underperforming subgroups identified by the CDE Dashboard to be addressed are: Students with Disabilities, English Learners, Hispanic Students and Socio-Economically Disadvantaged students.

Strategy/Activity

Professional learning provided by Rio Rosales and Rio Del Mar principals in collaboration with the Developing Mathematical Thinking Institute. Professional learning develops the use of CAASPP interim assessments to develop teacher and student capacity in the areas of content, format and engagement with the mathematics portion of the CAASPP.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000
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 as with specific focus on underperforming subgroups.

Strategy/Activity

CAASPP Goal Setting with students in grades 3 - 5 done in sessions designed to give a general overview of the CAASPP and then provide training and goal setting to prepare for the demands of format, content and engagement on the CAASPP. All students in grades 3 - 5 will complete a personal goal sheet that aligns with school goals.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
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)

Families in grades 3 - 5.

Strategy/Activity

Two CAASPP parent evenings in February and March designed to help families become familiar with the CAASPP assessments in May. The first evening is designed to give a general overview of the CAASPP and requirements of format, content and engagement. The

second evening is designed to give families a chance to take practice tests together and design a plan to help each child develop strategies for success on the CAASPP.

Proposed Expenditures for this Strategy/Activity

Amount(s) \$1000

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)

Students served will be those identified by Rio Rosales criteria for attendance in the After School Program. Typically, spaces to the After School Program are determined based on factors such as socio-economic disadvantage, academic, and/or social emotional needs.

Strategy/Activity

Teachers will be paid an hourly rate that includes a half-hour of preparatory time to design lessons that address core academic needs in innovative ways. Teacher recruitment and program development will be a primary focus this year.

Proposed Expenditures for this Strategy/Activity

Amount(s) \$4000

Source(s) Title I

Budget Reference(s) [Add budget reference here]

Goal 3

ENGLISH LEARNER SCHOOL GOAL: By June 2020, At least 95% of English Learners (ELs) will maintain or demonstrate positive movement as measured by the ELPAC as reported in EADMS. We will reduce the “negative movement” on EL measures to less than 5%.

Basis for this Goal

With a narrower focus on the ELPAC, this can help us to learn more about the new assessment content and format.

Expected Annual measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Positive Movement on ELPAC	ELPAC was a pilot last year	At least 95% of children will maintain or make positive growth on ELPAC.

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

Strategy/Activity

ELPAC Practice Assessment and professional learning designed to familiarize staff, students and families with the expectations and repercussions of ELPAC performance.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	Title III
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)

English Learners

Strategy/Activity

Strategic grouping by grade level by volunteering grade levels. Pilot program based on EL learners populations in different grade levels.

Proposed Expenditures for this Strategy/Activity

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

Goal 4

Goal: By June 7, 2020 the Rio Rosales chronic absenteeism rate will be less than 8%.

Basis for this Goal

Rio Rosales chronic absenteeism as reported by CDE Dashboard was 7.9% in 2018-2019.

Expected Annual measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Rate	Chronic Absenteeism: 7.9%	Chronic Absenteeism: < 7.0

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

All students, with a particular focus on those students whose absences are equal to or greater than ten percent.

Strategy/Activity

Attendance rewards and incentives for those classes with greater than 97% attendance and for children who achieve perfect attendance for trimesters and for the year.

Continue use of support specialist to contact families for School Attendance Review Team as a preventive measure to reduce School Attendance Review Board referrals.

--	--

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1000
Source(s)	LCFF Supplemental
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All

Those students whose absence rate is above 10%
--

Strategy/Activity

School Attendance Review process that leads from an informal School Attendance Review Team meeting up to and including the School Attendance Review Board.
--

Proposed Expenditures for this Strategy/Activity

Amount(s)	0
Source(s)	N/A
Budget Reference(s)	N/A

Goal 5

COMMUNITY PARTNERSHIP GOAL:

By June 7, 2020 the Rio Rosales School Site Council will administer and review at least two multiple format surveys (QR code, paper, email for example) designed to align practices and preferences for parent/community involvement. Survey results will be used to strategically improve academic and social collaboration between Rio Rosales staff and the community it serves.

Basis for this Goal

Our School Site Council has discussed ways in which to increase parent participation more effectively at different grade levels. Our intent with the survey is to establish a baseline for teacher and parent preferences and practices around parent involvement. We intend to use the survey to avail parents of opportunities to support their child(ren) and provide a space for teachers and staff to express their areas of need with respect to parent involvement.

Expected Annual measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Survey	Baseline will be established	Pathways for community involvement at Rio Rosales

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

All students, with a particular focus on students' families at different grade levels.

Strategy/Activity

Design and deliver a survey, first to teachers to determine rates and levels of need in classrooms and grade levels. Then deliver a survey based on those results to families to begin to align areas of need with areas of capacity.

Proposed Expenditures for this Strategy/Activity

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

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

SCHOOL GOAL: *By June 5, 2019 all eligible students in grades 3 - 5 will take the California Assessment of Student Performance and Progress (CAASPP). Through strategic professional learning, implementation of best practices and community partnerships, Rio Rosales scores of 3 and 4 on the ELA section of the CAASPP will increase by at least five percent from 38% in the 2017-2018 academic year to 43% on the 2018-2019 CAASPP. Rio Rosales scores of 1 and 2 on the ELA section of the CAASPP will decrease by at least five percent from 62.2 % in the 2017-2018 academic year to 57.2% in the 2018-2019 academic year.*

ANNUAL measurable OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	3's and 4's: 43% 1's and 2's: 57%	GOAL: Met 3's and 4's were at 45%

1's and 2's were at 55%

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students as with specific focus on underperforming subgroups. All students will demonstrate growth as a whole. Specifically, underperforming subgroups identified by the CDE Dashboard to be addressed are: Students with Disabilities, English Learners, Hispanic Students and Socio-economically Disadvantaged students.

Strategy/Activity

ELD Training with Ventura County Office of Education

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$9,000
Source(s)	Title III
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 as with specific focus on underperforming subgroups.

Strategy/Activity

CAASPP Goal Setting with students in grades 3 - 5 done in sessions designed to give a general overview of the CAASPP and then provide training and goal setting to prepare for the demands of format, content and engagement on the CAASPP. All students in grades 3 - 5 will complete a personal goal sheet that aligns with school goals.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
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)

Families in grades 3 - 5.

Strategy/Activity

Two CAASPP parent evenings in March and April designed to help families become familiar with the CAASPP assessments in May. The first evening is designed to give a general overview of the CAASPP and requirements of format, content and engagement. The second evening is designed to give families a chance to take practice tests together and design a plan to help each child develop strategies for success on the CAASPP.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1000
Source(s)	Title I
Budget Reference(s)	[Add budget reference here]

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.

The effectiveness of the combination of strategies was evidenced by an overall increase in math and English Language Arts. As a school, we spent more time looking at the combination of content, format and student engagement requirements of the CAASPP. Combined with effective first teaching and parent outreach, we have set up a good foundation from which to deepen the relationships and the learning.

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

There were minimal differences between expenditures and costs.

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.

Principal Guynn from Rio Del Mar and I are also leading professional learning about understanding the CAASPP assessment structure and utilizing practice assessment resources in math. While the professional learning focuses on math, there are abundant opportunities to learn more about how claims, targets, and standards are assessed in the CAASPP. This deeper understanding of the assessment content and format is helping teachers in math and ELA.

Goal 2

SCHOOL GOAL: *By June 5, 2019 all eligible students will take the California Assessment of Student Performance and Progress (CAASPP). Through strategic professional learning, implementation of best practices and community partnerships, Rio Rosales scores of 3 and 4 on the math section of the CAASPP will increase by at least 5 percent from 34% the 2017-2018 academic year to 39% on the 2018-2019 CAASPP. Rio Rosales scores of 1 and 2 on the math section of the CAASPP will decrease by at least five percent from 61% in*

the 2017 - 2018 academic year to 56% in the 2018 - 2019 academic year.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students as with specific focus on underperforming subgroups. All students will demonstrate growth as a whole. Specifically, underperforming subgroups identified by the CDE Dashboard to be addressed are: Students with Disabilities, English Learners, Hispanic Students and Socio-economically Disadvantaged students.

Strategy/Activity

ELD Training with Ventura County Office of Education

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$9,000
Source(s)	Title III
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 as with specific focus on underperforming subgroups.

Strategy/Activity

CAASPP Goal Setting with students in grades 3 - 5 done in sessions designed to give a general overview of the CAASPP and then provide training and goal setting to prepare for the demands of format, content and engagement on the CAASPP. All students in grades 3 - 5 will complete a personal goal sheet that aligns with school goals.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
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, with a focus on CAASPP performance as a benchmark for children in grades 3 - 5

Strategy/Activity

Two CAASPP parent evenings in March and April designed to help families become familiar with the CAASPP assessments in May. The first evening is designed to give a general overview of the CAASPP and requirements of format, content and engagement. The second evening is designed to give families a chance to take practice tests together and design a plan to help each child develop strategies for success on the CAASPP.

ANALYSIS

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

Evidence of improvement and innovation come from the increased CAASP scores and the ELD training with Ventura County of Education. While the budgeting of funds set aside a large amount for the training, we feel it was worth it. Teachers in multiple grade levels now group children for differentiated instruction in ELD. The principles we also learned about Universal Design for Learning also helped us to think about how to provide excellent first instruction intended to be accessible by all.

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

There were minimal differences between expenditures and costs.

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.

Principal Guynn from Rio Del Mar and I are also leading professional learning about understanding the CAASP assessment structure and utilizing practice assessment resources in math. While the professional learning focuses on math, there are abundant opportunities to learn more about how claims, targets, and standards are assessed in the CAASP. This deeper understanding of the assessment content and format is helping teachers in math and ELA.

Goal 3

SCHOOL GOAL 3: By June 2018, All English Learners (ELs) will demonstrate positive movement as measured by the CELDT and ELPAC and reported in EADMS. We will reduce the “negative movement” on EL measures to less than 5%.

ANNUAL measurable OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC	All English Learners demonstrate positive movement on the ELPAC	There was a 5% decline in EL progress

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

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Fall 2016/Deliver CELDT Assessments	CELDT Assessors	October 2016/Assess all English Learners	\$2,500 Title I
Ongoing/ADEPT Assessments	ELC, teachers	Ongoing/Use ADEPT assessment data to drive and refine instruction.	RSD

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Allocated time for staff to analyze CELDT data and form ELD groups	Teachers, Principal, ELC	Teachers, with the support and direction of administration and TOSA's will work to study data and plan instruction based on the needs of English Learners.	Captured in Goal #1 Action 5

<p>2. Ensure Designated ELD is delivered daily</p> <p>3. Provide professional development to staff regarding Integrated ELD and designated ELD</p>	<p>Teachers, Principal</p> <p>Rio School District, Ventura County Office of Education (VCOE)</p>	<p>Ongoing with the support of Ventura County Office of Education and Educational Services</p> <p>VCOE to provide multiple days of teacher training surrounding Integrated and Designated ELD</p>	<p>No site cost</p> <p>Provided by RSD</p>
<p>4. Provide a stipend to an English Language Coordinator to monitor ELs, attend monthly district meetings, and support the administration of CELDT and ELPAC</p>	<p>Principal, English Learner, Coordinator</p>	<p>Coordinate English Learner services. Identify students for reclassification. Oversee the administration of CELDT and ELPAC on site. Monitor the progress of English Learners</p>	<p>Captured in Goal #1 Action 18</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.

Strategies implemented with fidelity. We realize that we need to spend more time and funds to address the instructional needs of our English Learners in Integrated and Designated ELD

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

Reducing negative growth to a level below 5% is attainable. Our measurements indicate that current instructional practices and preparations show a promising potential.

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

RSD support was not a site encumbered expense. Sub costs were allocated and expended as represented in above table.

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.

[Add text here]

Goal 4

LEA GOAL: Goal 4

Non-Academic Goal: By June 2018, overall average daily attendance at Rio Rosales will equal at least 97%. By June 2018, Rio Rosales chronic truancy rates will be less than 8.8%. Suspensions will reduce by at least 50%.

ANNUAL measurable OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance	Chronic Absenteeism ≤ 8%	Chronic Absenteeism = 7.9%
Suspension	50% Reduction in Suspension	Goal was almost met

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

STRATEGY: Engage community of teachers, families and students in formal and informal dialogue and action related to attendance and behavioral expectations.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Develop strategies to increase, monitor and recognize attendance.	Principal, counselor, teachers	Hold trimester awards assemblies to honor improved as well as exemplary attendance.	\$1,000 - LCFF
2. Revise the school discipline plan	Principal, teachers, counselor,	Provide Restorative Justice training for teachers.	\$2000 LCFF
3. Hold parent involvement/ outreach events	Principal, counselor	Provide incentives for classes and students with excellent attendance	Provided by RSD
4. Attendance incentives	Counselor	Provide counseling support for groups of students, individual students and for families. Low-income students and English Learners will benefit from individual and group counseling socially and emotionally. This will provide a positive environment where students will increase attendance and be able to focus on learning and closing the achievement gap. Parent	Provided by RSD
5. Counselor support for groups and individual students			

		outreach will also be a focal point, particularly as it relates to attendance (Student Attendance Review Team).	
--	--	---	--

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.

Implementation plan to increase Restorative practices and attendance outreach at more informal levels.

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

Restorative practices have been implemented with children and will be a future focus for classroom intervention. As stated in earlier goals, there is a high professional learning implementation this year with ELD, CHAMPS and MTSS. Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Minimal difference in proposed and actual expenditures.

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

A classroom level of restorative practices will be implemented in the 2019-2020 year to reduce suspensions and improve climate.

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

\$ 134,207

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

\$ 19,000
(+ ASP funding)

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 Funds	\$ 49,288
Subtotal of consolidated federal funds for this school:	\$ 49,288

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 (\$)
Unrestricted General Fund	\$ 48,595
LCFF	\$ 90,586
ASES	\$ 1,000
Subtotal of consolidated state or local funds for this school:	\$ 83,267]

Total of consolidated (federal, state, and/or local) funds for this school: \$140,181