

School Year: 2020-2021

School 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 Norte Elementary	56 72561 6118061	[Add SSC Approval Date here]	[Add Local Board Approval date here]

Ryan Emery



Name of School Principal

Signature of School Principal

Date

Wendy Garcia

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

District Level:

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

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

(captured in the Local Control Accountability Plan) designed to improve student outcomes and college and career readiness.

Site Level:

As part of our professional practice at Rio Del Norte, 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 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:

1. Established a teacher leadership team
2. Established a School Site Council
3. Established an English Learner Advisory Committee
4. Created a professional development strategy
5. Integrated the use of technology into daily curriculum design
6. Developed a series of intervention designed to help struggling learners

Goals, Strategies, & Proposed Expenditures

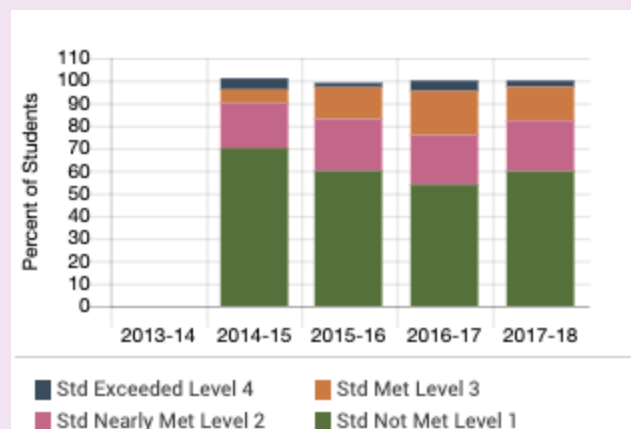
Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Goal: *By June 2, 2021 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 Del Norte scores of 3 and 4 on the ELA section of the CAASPP will increase by at least five percent from 27.4% in 18/19 to 35% in 20/21*

Basis for this Goal

To increase the number of students who are proficient on ELA CAASPP looking at previous year's data



Previous Years' Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP 3rd - 5th grade test scores	27.4% proficiency rate	35% of students will meet proficiency level on ELA portion of CAASPP

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

Review progress toward previous goals with teacher leaders

Proposed Expenditures for this Strategy/Activity

Amount(s)

None

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)

At-risk students

Strategy/Activity

Hire and train hourly teachers to provide intervention and support to K-5 students

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$22,000
Source(s)	Title I
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)

At risk materials

Strategy/Activity

Purchase academic support materials for special education and at-risk students

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,800
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)

At-risk students

Strategy/Activity

Provide after school tutoring

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5800
Source(s)	LCFF

Budget Reference(s)

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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

Hiring a librarian

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$32000

Source(s)

District

Budget Reference(s)

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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

Hold parent involvement/outreach events

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$4800

Source(s)

LCFF

Budget Reference(s)

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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

After school program students

Strategy/Activity

Increase reading engagement in the after school program through the use of LP

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$8000

Source(s)

Title I

Budget Reference(s)

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

Increase technology integration with additional softwares of Reflex Math, Math IXL, Reading A to Z, Razzkids and Brainpop

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$10,200

Source(s)

District and COVID Mitigation Fund

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)

English Learners

Strategy/Activity

Coordinate services for English Learners

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4000
Source(s)	Title III
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)

Gifted and Talented Education Students

Strategy/Activity

Evaluate students for GATE program and strategize teachers for the program. Deliver after school instruction for GATE students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	District Program (\$4800)
Source(s)	District
Budget Reference(s)	

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

Implement College Going Culture

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$16,000
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Source(s)	LCFF
Budget Reference(s)	

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Participate in CFAs, LP and Reading Register

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	
Budget Reference(s)	

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional aides for kindergarten and First Grade classes (2)

Proposed Expenditures for this Strategy/Activity

Amount(s)	22,000
Source(s)	Title I
Budget Reference(s)	

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Pay a certificated employee to gather and analyze data to present to the staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

Bring back small groups of at-risk students to site to increase learning and engagement

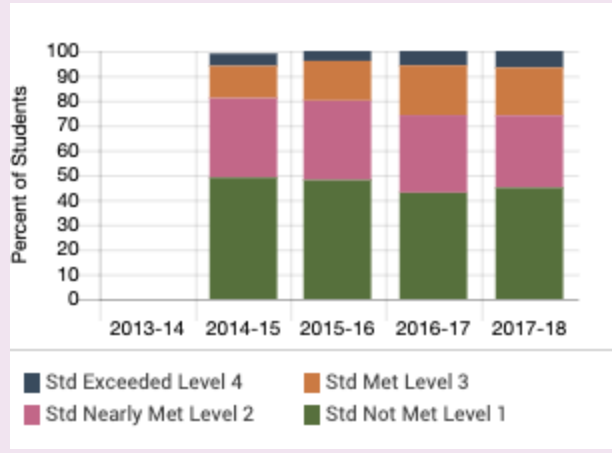
Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,800
Source(s)	Title I
Budget Reference(s)	

Goal 2

Basis for this Goal

To increase the number of students who are proficient on Math CAASPP looking at previous year's percentage of 27.7%



Previous Year's Data

SCHOOL GOAL: *By June 2, 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 Del Norte scores of 3 and 4 on the math section of the CAASPP will increase by five percent from 27.7% to 35% in the 2019-2020 school year.*

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Scores	27.7%	35%

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

Ensure math instruction is differentiated within heterogeneous groupings for core instruction. Analyze formative assessment results to adjust instruction. Training in ELD Mathematics and Implementation of Math assessment program

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$8000

Source(s)

Title III

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)

All Students

Strategy/Activity

Continue to implement Bridges Mathematics Program

Proposed Expenditures for this Strategy/Activity

Amount(s)

None

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)

All Students

Strategy/Activity

Analyze benchmark data

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3200
Source(s)	LCFF
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)

At-risk students

Strategy/Activity

After school tutoring where teachers will analyze student data and identify students to receive small group instruction in math after school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Captured Under Goal 1
Source(s)	Captured Under Goal 1
Budget Reference(s)	

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

Professional development for teachers surrounding math through the use of DMTI

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3800
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Source(s)	LCFF
Budget Reference(s)	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All grade 3-5 students

Strategy/Activity

Implementing Math IABs to 3rd - 5th Graders and adding ½ day for collaboration each month per grade level to focus on math during the Months of Feb, March and April

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4000
Source(s)	LCFF
Budget Reference(s)	

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

Hire a certificated staff member on an hourly basis to train staff members on softwares adopted that will increase student learning and productivity

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5000
Source(s)	Title I
Budget Reference(s)	

Goal 3

LEA GOAL: Goals 1-6

SCHOOL GOAL 3: English Learners – By June 2020, the number of English Learners scoring Standard Exceeded or Standard Met in grades 3-5 will increase by 5% as measured by CAASPP English Language Arts scores

Basis for this Goal

In 2018/2019 the English Learner standard met or exceeded rate was less than 20%

Expected Annual measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Scores	19.7%	25%

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 Students

Strategy/Activity

Teachers, with the support of the English Learner Coordinator will form ELD groups for the purposes of providing targeted Designated ELD instruction. Supplemental materials and software purchase as needed

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3000
Source(s)	Title III
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 Learner Students

Strategy/Activity

Coordinate English Learner services. Identify students for reclassification. Oversee the administration of ELPAC (English Language Proficiency Assessment for California) on site. Monitor the progress of English Learners.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$5800

Source(s)

Title III

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 Learner Students

Strategy/Activity

Ongoing with the support of Ventura County Office of Education and Educational Services

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$1800

Source(s)

Title III

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 Learner Students

Strategy/Activity

Designated ELD time in regular classrooms

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	
Budget Reference(s)	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Assessment manager for EL Assessments

Proposed Expenditures for this Strategy/Activity

Amount(s)	3000
Source(s)	Title III
Budget Reference(s)	

Goal 4

Goal: Non-academic- Rio del Norte Elementary will create a welcoming and safe environment where students attend and are connected to their school. Rio del Norte will maintain a 96.0% or higher attendance rate for at least 7 of 10 months

Basis for this Goal

Previous years attendance rate being below 95.6%

Expected Annual measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance	95.6%	97%

Chronic Absenteeism Indicator - 2018

Student Group	Color	Status Level	Change Level	Current chronic absenteeism rate	Difference between current and prior rate	Current number of students chronically absent	Current number of eligible students	Prior number of students chronically absent	Prior number of eligible students	Prior chronic absenteeism rate
All Students	Orange	High	Maintained	12.20%	0.10%	75	613	73	600	12.20%
English Learners	Orange	High	Maintained	11.50%	-0.30%	30	260	31	262	11.80%
Foster Youth	None	*	*	*	*	*	5	*	5	*
Homeless	None	High	Declined	18.20%	-6.80%	4	22	6	24	25.00%
Socioeconomically Disadvantaged	Orange	High	Increased	16.40%	2.50%	63	383	62	443	14.00%
Students with Disabilities	Orange	High	Increased	17.60%	7.10%	18	102	10	95	10.50%
African American	None	*	*	*	*	*	9	*	9	*
American Indian or Alaska Native	None	*	*	*	*	*	2	*	4	*
Asian	None	*	*	*	*	*	7	*	6	*
Filipino	None	*	*	*	*	*	10	*	9	*

Hispanic	Yellow	High	Declined	11.40%	-0.60%	62	546	63	529	11.90%
Native Hawaiian or Pacific Islander	None	*	*	*	*	*	0	*	0	*
White	Red	Very High	Increased	24.20%	9.50%	8	33	5	34	14.70%
Two or More Races	None	*	*	*	*	*	6	*	9	*

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

Ensure that students have access to counseling supports and that students are rewarded for positive behavior. Ensure that the safety plan is reviewed with staff and that drill are held regularly. Attendance incentives and recognition are core elements of the Attendance Plan.

Proposed Expenditures for this Strategy/Activity

Amount(s)

District Paid

Source(s)

District

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)

All Students have access to program

Strategy/Activity

Saturday School ADA recovery program .

Proposed Expenditures for this Strategy/Activity

Amount(s)

22,000

Source(s)

District

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)

At-risk Students

Strategy/Activity

Home visits by counselor and principal for students who are not attending virtual classes

Proposed Expenditures for this Strategy/Activity

Amount(s)

None

Source(s)

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)

At-risk Students

Strategy/Activity

Re-engagement meetings with students and families who are not attending class

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	
Budget Reference(s)	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

At-risk Students

Strategy/Activity

SART I and SART II meeting with students and families who are not attending school

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	
Budget Reference(s)	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

At-risk Students

Strategy/Activity

IPT marathon days each month for the months of Feb - June for students who are disconnected from school and we are worried about their well-being

Proposed Expenditures for this Strategy/Activity

Amount(s)	None
Source(s)	
Budget Reference(s)	

Annual Review and Update

SPSA Year Reviewed: 2018-2019 data and 2019/2020 data (COVID Affecting Data)

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

Goal: Reading – By June 2019, the number of all students scoring Standard Exceeded or Standard Met in grades 3-5 will increase by 3% as measured by CAASPP English Language Arts scores school wide.

ANNUAL measurable OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
32.4% pass rate on CAASPP	36.% pass rate on CAASPP	27.8% pass rate on CAASPP

English Language Arts Indicator - 2018															
Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students with disabilities	*	Prior year number of valid students	*	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method
All	Oran	Low	Maint	-47.9	-1.4	276	*	287	*	-46.4	*	*	*	*	*

Students	Orange	Low	Maintained											
English Learners	Orange	Low	Maintained	-57.4	2.6	125	*	131	*	-59.9	*	*	*	*
Foster Youth	None	*	*	*	*	1	*	0	*	*	*	*	*	*
Homeless	None	*	*	*	*	7	*	10	*	*	*	*	*	*
Socioeconomically Disadvantaged	Orange	Low	Declined	-57.1	-5.9	155	*	228	*	-51.2	*	*	*	*
Students with Disabilities	Red	Very Low	Declined	-110.1	-5	48	45	51	41	-105.1	*	*	*	*
African American	None	*	*	*	*	5	*	3	*	*	*	*	*	*
Asian	None	*	*	*	*	2	*	1	*	*	*	*	*	*
Filipino	None	*	*	*	*	7	*	5	*	*	*	*	*	*
Hispanic	Orange	Low	Declined	-52.5	-3.4	248	*	261	*	-49.2	*	*	*	*
White	None	Low	Declined	-8.4	-14.3	11	*	12	*	5.9	*	*	*	*
Two or More Races	None	*	*	*	*	3	*	2	*	*	*	*	*	*

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
Review Progress towards previous goals with teacher leaders	Met with grade level leads before school started and analyzed our goals	0	0

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.

Coordinated a meeting with all grade level leads before school started and shared all data with them ahead of time

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

The meeting was effective, however unable to analyze achievement of goal due to COVID. However, all 3-5 grade students took part in goal meetings.

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

There were no differences

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.

We will have our SPSA ready before the school year starts and analyze the goal presently and in the future and spend 2 days doing so with grade level leads

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Hire and train K-5 intervention teachers	Had intervention teachers meet with students throughout the year and virtually	22,000	\$26,000
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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.

Overall implementation was successful

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

The overall effectiveness was strong in terms of skill development of students, however unable to analyze goal due to COVID site shutdown. However, our intervention teachers met with students 135 out of the 180 days.

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

\$4000

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.

We will only be using Kindergarten intervention teachers moving forward

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Purchase intervention software materials	Purchased programs that the teachers requested	\$10,800	\$14,000

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.

Overall implementation was successful as we integrated the softwares into the lessons throughout the day and for students to practice at home

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

Unable to analyze effectiveness towards goal due to COVID site shutdown. However, weekly reports were created for the documents and we had over 17,000 student submissions on the softwares

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

\$3200

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.

There were changes made to instructional strategies and those changes were not present in the initial SPSA report

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide after school tutoring	4 teachers were paid to do after school tutoring for their grade levels	\$5000	\$5800

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.

Overall implementation was successful, however we could have used 2 more teachers to assist with the program

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

Students skill levels improved, however unable to analyze the effectiveness due to COVID site shut down. There were a total of 28 tutoring sessions throughout the course of the year where 1 on 1 tutoring took place

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

\$800

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.

Changes will be made to this goal in the SPSA by adding 2 more teachers to the tutoring program

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Full-time Librarian	Librarian supporting the learning environment by assisting with reading materials and reading to students	\$22000	\$22000

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.

Use of librarian was much more effective this year

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

Around 5,000 more books were checked out; however could not analyze goal outcome due to COVID site shutdown. 5,000 books checked out is a 60% growth from prior year

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

no differences

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.

Changes will be made to this goal in the SPSA as we will be adding a mobile library program

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Parent involvement outreach programs	Facilitated evening parent meetings throughout the year	\$4800	\$3200

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.

Overall implementation was successful, however we were not able to hold all the meetings we wanted

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

Parents were able to better support their child's learning, however we were unable to analyze the effectiveness of the goal due to COVID site shutdown. Parent engagement in learning was the highest it has ever been as more parents are involved in their child's learning than ever before.

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

\$1600

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.

Changes will be made to this goal in the SPSA by adding more virtual parent sessions

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implement reading programs into after school program	LST program along with LP were implemented every week for the after school program	\$8000	\$12,200

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.

We hired "5" LST members to assist with literacy support for students during after school program each week

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

The implementation of the LST program to the after school program did help, student literacy levels increased and we had 5 members to assist and did one grade level group at a time. The ability to evaluate the goal was not allowed due to the COVID site shutdown. There was over 100 sessions that took place with LST and after school students

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

\$4200

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.

Moving forward, we will continue to add members of the LST program to assist with students and will add it to goal 7 in the SPSA

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Increase technology integration with additional softwares of Reflex Math, Math IXL, Reading A to Z, Razzkids and Brainpop	We purchased the programs and teachers utilized them all within their lessons and had students work on the programs after school	\$10,200	\$16,100

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 implemented the programs into their daily lessons and student independent work. We could have held more teacher PD on the use of the programs

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

Teachers integrated the programs into their lessons and were able to increase skills. Evaluation of the goal was not allowed due to the COVID site shut down

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

\$5900

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.

We will continue to have this as strategy #8 in our SPSA, however we will provide more teacher training on softwares

Increase technology integration with additional softwares of Reflex Math, Math IXL, Reading A to Z, Razzkids and Brainpop

Strategy/Activity 9

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Coordinate Services for English Learners	We implemented the use of softwares and targeted after school support for our EL students	\$4000	\$3800

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.

Our services were implemented during class time and after school programs. We are still working on better use of pedagogical practices and curricula to support the growth

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

The strategies that worked the best were the designated support time and after school tutoring. We still need to work on use of a results-based program to enhance learning. Unable to measure goal

achievement due to COVID site shut-down. We were able to reclassify “3” students before the site shut-down

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

\$200

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.

We will continue to improve our use of Designated ELD time as related to Goal #9 in SPSA.

Strategy/Activity 10

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
GATE after school Program	Evaluate students for our GATE program and meet with them after school to worked on related lessons	\$4800 District Paid	\$4800 District Paid

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.

We evaluated students to see who qualified for GATE and then met with students after school for GATE enriched lessons

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

The program was great in the way it stretched our GATE students and challenged them on a deeper level. However, evaluation of Goal was not fulfilled due to COVID site shut-down

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

0

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.

Looking to do more competitions with our GATE team and more GATE strategies embedded into school day. Reflected in Goal #10

Strategy/Activity 11

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implementation of College Going Culture as part of our School Identity	Decorate the campus with college items, all classrooms adopt a university and we bought students shirts from that university. Embed college lessons on Thursdays	\$16,000	\$16,600

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.

We implemented the College Going Culture in multiple ways: college decorations, college gear and college lessons. The implementation of College Thursdays was very successful in changing the dialogue and building school spirit

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

The strategy did change the dialogue and had students talking more about college and wearing their college gear on Thursdays. We did embed the college lessons on Thursdays. However, the overall evaluation of the goal was impacted by COVID site shut-down. We had over 10 quest speakers for college days that provided a visual for the students to see that they can go to college as well

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

\$600

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.

We will dive deeper into our College Thursday lessons to create more lessons centered upon their university. This is captured in strategy 11 of Goal 1

Strategy/Activity 12

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Participate in CFAs, LP and Reading Register	Completed LP program in all grade levels. Complete CFAs 3-times per year in grades 3-5. Completed 6 rounds of LP in grades 2-5	0	0

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 implementation of completing the assessments was very smooth as all grade levels were trained and we had the support from LST

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

We saw tremendous growth in our students on the LP assessments. We also saw growth from our grades 3-5 students on the CFAs. However, full evaluation of the goal was affecting by COVID site shut-down

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

0

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.

We will continue with LP program, however we will be switching from CFAs to IABs and this is reflected in Goal #1 of SPSA

Strategy/Activity 13

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Instructional Aides for Kindergarten and 1st grade classes	We hired 2 instructional aides to assist with Kindergarten classes. We did not have the funds to hire one for 1st grade as well	\$22,000	\$22,550

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.

We hired 2 additional IAs to support the learning environment in the Kindergarten classes. We had 4 classes so the 2 IAs each would assist with 2 classes

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

The program was effective in supporting the learning environment by minimizing distractions in the learning environment. However, the overall effectiveness of the goal was unable to be evaluated due to COVID site shut-down. We did see a decrease of 28% in behavioral referrals

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

\$550

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.

We will continue with the program, however we will strive to utilize the IAs for more than just an environment support concept and embed them more into the pedagogical practices

Strategy/Activity 14

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Pay a certificated employee to assist with evaluating data	We were unable to hire one due to the timing	\$5000	0

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.

We were unable to implement the program due to timing and logistics

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

Unable to impact the program due to timing and logistics. Unable to evaluate the effectiveness since it did not occur

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

\$5000

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.

Going to ensure we move forward with the program as we feel hiring an certificated employee to assist with data analyzing will assist in knowing the levels of our students and what we need to change to achieve our goals. Captured in Activity 14 of Goal 1

Goal 2

SCHOOL GOAL: Math – By June 2019, the number of all students scoring Standard Exceeded or Standard Met in grades 3-5 will increase by 3% as measured by CAASPP Math scores school wide.

ANNUAL measurable OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math CAASPP Scores of 25.9	3% increase in scores	27.7

Mathematics Indicator - 2018														
Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%	The number of points removed from the prior year status due to the participation rate being below 95%	Pair and Share School Method
All Students	Orange	Low	Decreased	-57.3	-3.2	276	*	287	*	-54.1	*	*	*	*

English Learners	Orange	Low	Decreased	-67.3	-10.1	125	*	131	*	-57.1	*	*	*	*
Foster Youth	None	*	*	*	*	1	*	0	*	*	*	*	*	*
Homeless	None	*	*	*	*	7	*	10	*	*	*	*	*	*
Socioeconomically Disadvantaged	Orange	Low	Decreased	-62.3	-4	155	*	228	*	-58.4	*	*	*	*
Students with Disabilities	Red	Very Low	Decreased Significantly	-118.1	-16.3	48	45	51	41	-101.9	*	*	*	*
African American	None	*	*	*	*	5	*	3	*	*	*	*	*	*
Asian	None	*	*	*	*	2	*	1	*	*	*	*	*	*
Filipino	None	*	*	*	*	7	*	5	*	*	*	*	*	*
Hispanic	Orange	Low	Decreased	-62.4	-6.3	248	*	261	*	-56.1	*	*	*	*
White	None	Low	Decreased Significantly	-28.5	-17.1	11	*	12	*	-11.3	*	*	*	*
Two or More Races	None	*	*	*	*	3	*	2	*	*	*	*	*	*

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
Ensure math instruction is differentiated within heterogenous groups for core instruction and ELD instruction	Broke students up for math time in grades 3-5 and made the groups heterogenous to increase peer to peer collaboration and ELD instruction	\$8000	\$6200

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 strategies were implemented with fidelity and the teachers did very well

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

Disruptions in the process from COVID inhibited the ability to measure the effectiveness. We did see an increase in CFA scores in math and were able to reclassify 3 students from EL

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

District Paid

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.

Changes can be made in the training of teachers to understand the benefits of the program a little more

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement Bridges mathematics program	Utilized both the Bridges core curriculum mathematics and the software	0	0

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 utilized the daily mathematics curriculum in workbooks and mathematical problems along with getting all students signed up for the software

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

The overall implementation of the curriculum workbooks and problems went well. However, the implementation of the software was a challenge when we switched to virtual learning

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.

We need to continue to utilize the program, however more training in the use of the software needs to occur and is captured in Goal 2 of the SPSA

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Analyze benchmark data from LP, CFAs and IABs	Teacher leaders analyzed math data by grade level and school-wide to determine whether or not SCHOOL GOAL #2 was met and determine growth areas. Paid for teacher release time	\$2000	\$2200

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 strategies were implemented, however we did not meet our goal

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

The overall effectiveness of the evaluation of data program was good, however with us not meeting our goal the program can be better

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

There was a \$200 difference

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.

Have more teachers involved in the data evaluation process

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
After school tutoring	Teachers analyzed student data and identified students to receive small group instruction in math after school. Teachers were paid for this extra instruction. Focus on reading and math	Captured under evaluation of Goal 1	Captured under evaluation of Goal 1

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 after school program went very smoothly, however we did not meet our goal

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

From a qualitative standpoint, the program was strong, however from a data standpoint it was not fully successful

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

No difference

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.

Moving forward, we will start the tutoring process earlier in the year and involved more teachers

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Professional development	Provided professional development opportunities surrounding math, reading, English Language Development, and technology instruction	\$2000	\$2000

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.

Program was effective in terms of teachers providing more lessons

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

We did not meet our goal, however teachers acquired a stronger understanding of the mathematics curriculum

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

No differences

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.

Be more consistent in terms of PD and have it on a continuous basis

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Professional Development for teachers surrounding mathematical practices	Provided professional development in math practices through VCOE	\$3800	\$3800

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 implementation of both was very smooth as teachers were able to acquire more skill sets centered around their grade levels

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

The effectiveness went well as more teachers felt stronger about their mathematical practices and we completed math practices every day

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

0

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.

Changes have continued in the PD of math more centered around the Math softwares and pedagogical practices with virtual learning. These are captured in Goal 2 of the SPSA

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implementation of IABs	Trained teachers on IABs and have all classes in grades 3-5 complete an IAB	\$9000	\$5200

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 use of PD on site for math IABs went well in we provided teachers with ½ day subs to focus on collaboration by grade level went well as teachers acquired the skillsets to assess students as it relates to CAASPP standards they are expected to master

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

Students were able to be assessed and gain the valuable mathematical dialogue as it relates to CAASPP, however we were unable to complete the CAASPP last year. All "9" classes did complete an IAB

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

\$3800; we were not able to do more rounds of PD due to COVID site shut-down

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.

Adding more PD sessions as it relates to the IABs and is captured in Goal 2

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Hire a certificated staff member to train staff on the purchases site softwares	Teacher was able to provide multiple sessions of PD via zoom for the purchases softwares	\$5000	\$3250

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.

We hired a certificated staff member to provide trainings on softwares and we were able to complete multiple sessions of PD

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

Teacher was able to provide 6 sessions of PD relating to the purchases math softwares, however more training was not able to be completed due to site shut-down and we did not complete the CAASPP

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

\$1750, due to limited PD sessions

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.

We will be providing more PD in the area of software implementation and this is captured under Goal 2 of the SPSA

Goal 3

SCHOOL GOAL 3: English Learners – By June 2019, the number of English Learners scoring Standard Exceeded or Standard Met in grades 3-5 will increase by 3% as measured by CAASPP English Language Arts scores

ANNUAL measurable OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Scores in math (19.7%)	3% growth	up 6% in Math CAASPP
CAASPP scores in ELA (11.3%)	3% growth	up 8% in ELA CAASPP

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
Allocated time for staff to analyze English Learner data	Teachers, with the support of the English Learner Coordinator formed ELD groups for the purposes of providing targeted	\$2000	\$2200

	Designated ELD instruction. Supplemental materials and software purchased as needed		
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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.

Implementation of the strategy was very smooth as teachers followed through with activities

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

The overall effectiveness was qualitatively strong, however from a quantitative standpoint it was not successful

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

There was a \$200 difference

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.

Perform activity earlier in the year with more targeted intervention with a push-in model

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Ensure Designated ELD is delivered daily	Coordinate activities and lessons that are consistent with our ELD model	none	none

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 ELD strategies and activities were followed through

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

From a qualitative standpoint, very successful; from a quantitative standpoint we did not hit the numerical goals we had in mind

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.

Work to increase ELD instructional time in the classroom

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide a stipend to an English Language Coordinator to monitor ELs, attend monthly district meetings, and support the administration of ELPAC	Coordinate English Learner services. Identify students for reclassification. Oversee the administration of ELPAC (English Language Proficiency Assessment for California) on site. Monitor the progress of English Learners	\$2500	\$2500

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 overall implementation was successful

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

The program was very successful as students showed growth on ELPAC

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

No difference

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.

Provide more activities for the EL Coordinator to take part in

Goal 4

LEA GOAL: Goal 4

Non-Academic Goal: By June 2019, overall average daily attendance at Rio Del Norte will equal at least 97%.

ANNUAL measurable OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rates	97%	95.8%

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
Ensure that students have access to counseling supports and that students are rewarded for positive behavior. Ensure that the safety plan is reviewed with staff and that drills are held regularly. Attendance incentives and recognition are core elements of the Attendance Plan along with Saturday School	Strategies matched the planning	\$1000	\$1000

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 implementation timeline was consistent with the process laid out and we were able to follow through on all activities

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

The overall effectiveness was not great as we were unable to meet the goals that were laid out for the year

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

No differences

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.

We need to add more incentives to the process and have an articulated goal with student, parent and faculty input

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Focus on kindness and growth mindset	Held weekly assemblies to honor students engaging in act of kindness and provide incentives, such as cookies with the counselor	\$1,000	\$1,000

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.

School was consistent with holding weekly assemblies to celebrate student attendance

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

Since we did not hit our goal, the overall effectiveness was not strong, however the strategy was effective in adding to school spirit

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

No differences

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.

More incentives for students, involve parents more in the celebrations and continue to focus on the importance of attendance to parents and hold more parent assemblies in the beginning of the year to communicate on the importance of attendance

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Hold parent involvement/outreach events and Coffee with the Principal	Held parent nights that include Family Math Night, Game Night and provide refreshments and door prizes	\$5,000	\$3800

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 night events implementation went well, however we were not able to facilitate each of the events so we had to prioritize

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

From a school spirit building and collaboration aspect, the events were successful. However we were unable to meet our attendance goal

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

\$200 difference

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.

Be more consistent and follow through on more of the events

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Group Counseling Programs	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 outreach will also be a focal point, particularly as it relates to attendance (Student Attendance Review Team). The counselor will be instrumental in meeting the needs of students on the social/emotional side of the Response to Intervention pyramid	District Paid	District Paid

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 implementation was very successful as the counselor was able to connect with kids, provide intervention, support teachers, etc...

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

The effectiveness of the counselor implementation had a great outcome in terms of helping kids stay on track, supporting students who were going through social/emotional events and providing teachers with lessons

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

No difference

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.

Run more groups and more events for the kids.

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Student and Family Support Specialist	Provide family support with paperwork, translation, and parent outreach. 20% of total cost of employee	\$6,000	\$6288

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 implementation of the support specialist was seamless and the tasks this person takes on are very supportive to the school

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

The overall effectiveness was really good, however we still need to work what other tasks this person can take on in an event to support the office more and attendance programs more

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

\$288 difference

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.

Have this person support the attendance program more with strategizing a Saturday school program to support kids

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

\$130,602

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

\$124,800

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	\$40,021
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of consolidated federal funds for this school: \$ 40,021

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 (\$)
ASES	\$1000
LCFF	\$40,874
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of consolidated state or local funds for this school: \$ [41,874]

Total of consolidated (federal, state, and/or local) funds for this school: \$[81,895]

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

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

Analysis

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

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

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

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

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

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

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

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

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

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

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program