



School Year: 2019-2020

Rio Plaza Elementary: Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Rio Plaza	56-72561-6055511	TBD 12/12/2019	[Add Local Board Approval date here]

<u>Brenda Morales Bravo</u>		<u>12/12/2019</u>
Name of School Principal	Signature of School Principal	Date
<u>Gloria Magaña</u>		<u>12/12/2019</u>
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 Plaza, 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 (SSC)
3. Established an English Learner Advisory Committee (ELAC)
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

Approval Dates:

SSC: 12/12/2019

RSD Board: 2/19/2020

Goals, Strategies, & Proposed Expenditures










Goal 1: English Language Arts (Reading)

ELA (Reading) - By June, 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 Plaza scores of 3 and 4 on the English Language Arts (ELA) section of the CAASPP will increase by at least five percent from 27.1% in the 2018-2019 academic year to 32.1% on the 2019-2020 academic year. Rio Plaza scores of 1 and 2 on the ELA section of the CAASPP will decrease by at least five percent from 72.9% in the 2018-2019 academic year to 67.9% in the 2019-2020 academic year.

Basis for this Goal

CAASPP ELA Data (Chart retrieved from EADMS - CAASPP Dashboard)

Student Performance - 2018-2019

	Level	#	%
	4  Standard Exceeded	25	14.7
	3  Standard Met	21	12.4
	2  Standard Nearly Met	49	28.8
	1  Standard Not Met	75	44.1
			

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP 3rd-5th grade test scores	27.1% of 3rd-5th students earned a score of 3 or 4 72.9% of 3rd-5th students earned a score of 1 or 2	32.1% of 3rd-5th students will earn a score of 3 or 4 67.9% of 3rd-5th students will earn a score of 1 or 2

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Common Planning time for teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$10,000

Source(s)

Title I

Budget Reference(s)

Funds will be used to cover substitutes.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

At risk students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$34,000

Source(s)

LCFF

Budget Reference(s)

Salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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At risk students.

Strategy/Activity

Materials, supplies and subscriptions and memberships, field trips, and technology will be used to supplement core materials for instruction in ELA.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$37,000
Source(s)	Title I and LCFF
Budget Reference(s)	Title I will be used for subscriptions, rest will be LCFF.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

At risk students.

Strategy/Activity

Provide after school ELA focused tutoring for grades 3-5.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$7,000
Source(s)	LCFF
Budget Reference(s)	Teacher compensation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

Hire and train librarians.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,000
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Source(s)	LCFF
Budget Reference(s)	Salary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

Hold parent involvement/outreach events. Some of these activities include Family Literacy Night, Family Math Night, and others. Provide door prizes and food for families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$800
Source(s)	LCFF
Budget Reference(s)	N/A

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Administer CFAs, IABs, and participate in Learning Priority and Reading Register.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No cost
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Offer students CAASPP and incentives and provide students with awards for growth.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,000
Source(s)	LCFF
Budget Reference(s)	N/A

Strategy/Activity 9

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Kindergarten teachers will assess incoming kindergarten students to determine classroom placement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000
Source(s)	Title I
Budget Reference(s)	Teacher Compensation

Strategy/Activity 10

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Rio Plaza teachers will identify the specific needs of all students and differentiate instruction in the regular classroom to increase student achievement in ELA.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No cost
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 11

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Purchase library books and materials.

Proposed Expenditures for this Strategy/Activity

Amount(s) \$2,500

Source(s) LCFF

Budget Reference(s) N/A

Strategy/Activity 12

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The principal and teachers will participate in professional development and PLCs. PE teacher and aide will be hired to release teachers by grade level.

Proposed Expenditures for this Strategy/Activity

Amount(s) \$34,000

Source(s) Title I

Budget Reference(s) Salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The school will use a testing coordinator to oversee the CAASPP.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
Source(s)	LCFF
Budget Reference(s)	Stipend

Strategy/Activity 14

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The school will conduct a Teacher and 3rd-5th grade Literacy Survey to determine school literacy needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No cost.
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 15

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The principal and literacy teacher will lead a Literacy Committee to respond to site literacy needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$300
Source(s)	LCFF
Budget Reference(s)	Materials

Strategy/Activity 16

Students to be Served by this Strategy/Activity

Students with Special Needs

Strategy/Activity

Teachers will differentiate instruction for students with IEPs as indicated by the accommodations on their IEPs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No Cost
Source(s)	NA
Budget Reference(s)	Materials and supplies to meet student needs.

Strategy/Activity 17

Students to be Served by this Strategy/Activity

Students with special needs

Strategy/Activity

The principal, resource teacher and classroom teachers will monitor progress for students with IEPs. The resource teacher will develop and use an instruction schedule for students with IEPs. In addition, the school will begin the process of increasing student access to the Least Restrictive Environment by increasing co-teaching opportunities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No cost
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 18

Students to be Served by this Strategy/Activity

Students participating in the ASES program

Strategy/Activity

The Boys and Girls Club will provide necessary classroom materials and supplies to support classroom instruction, homework assistance and enrichment activities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,000
Source(s)	ASES
Budget Reference(s)	N/A

Strategy/Activity 19

Students to be Served by this Strategy/Activity

Struggling Learners

Strategy/Activity

Hire an IPT Coordinator to help organize and set up IPTs for Rio Plaza.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000
Source(s)	Title 1
Budget Reference(s)	N/A

Goals, Strategies, & Proposed Expenditures


Goal 2: Mathematics

Math - By June, 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 Plaza scores of 3 and 4 on the Math section of the CAASPP will increase by at least five percent from 28.4% in the 2018-2019 academic year to 33.4% on the 2019-2020 academic year. Rio Plaza scores of 1 and 2 on the Math section of the CAASPP will decrease by at least five percent from 71.5% in the 2018-2019 academic year to 66.5% in the 2019-2020 academic year.

Basis for this Goal

CAASPP Math Data (Chart retrieved from EADMS - CAASPP Dashboard)

Student Performance - 2018-2019

	Level		#	%
	4	Standard Exceeded	19	10.8
	3	Standard Met	31	17.6
	2	Standard Nearly Met	52	29.5
	1	Standard Not Met	74	42.0
				

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP 3rd-5th grade test scores	28.4% of 3rd-5th students earned a score of 3 or 4 71.5% of 3rd-5th students earned a score of 1 or 2	33.4% of 3rd-5th students will earn a score of 3 or 4 66.5% of 3rd-5th students will earn a score of 1 or 2

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Common Planning time for teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Shared with Goal 1
Source(s)	Shared with Goal 1
Budget Reference(s)	Shared with Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

Implement Bridges math curriculum and purchase supplemental materials, programs and technology to support classroom instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s) Shared with Goal 1

Source(s) Shared with Goal 1

Budget Reference(s) Shared with Goal 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

At risk students.

Strategy/Activity

Provide math focused, after school tutoring.

Proposed Expenditures for this Strategy/Activity

Amount(s) Shared with Goal 1

Source(s) Shared with Goal 1

Budget Reference(s) Shared with Goal 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

Provide math focused professional development opportunities for teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s) \$3,000

Source(s)	LCFF
Budget Reference(s)	Cover cost for PD

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Offer students CAASPP incentives and provide students with awards for growth.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Shared with Goal 1
Source(s)	Shared with Goal 1
Budget Reference(s)	Shared with Goal 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

Hold parent involvement/outreach events. Some of these activities include Family Literacy Night, Family Math Night, and others. Provide door prizes and food for families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Shared with Goal 1
Source(s)	Shared with Goal 1
Budget Reference(s)	Shared with Goal 1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Kindergarten teachers will assess incoming kindergarten students to determine classroom placement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Shared with Goal 1
Source(s)	Shared with Goal 1
Budget Reference(s)	Shared with Goal 1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The principal and teachers will participate in professional development. PE teachers will be hired to release teachers by grade level.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Shared with Goal 1
Source(s)	Shared with Goal 1
Budget Reference(s)	Shared with Goal 1

Strategy/Activity 9

Students to be Served by this Strategy/Activity

Students with Special Needs

Strategy/Activity

Teachers will differentiate instruction for students with IEPs as indicated on the accommodations page of their IEPs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Shared with Goal 1
Source(s)	Shared with Goal 1
Budget Reference(s)	Shared with Goal 1

Strategy/Activity 10

Students to be Served by this Strategy/Activity

Students with special needs

Strategy/Activity

The principal, resource teacher and classroom teachers will monitor progress for students with IEPs. The resource teacher will develop and use an instruction schedule for students with IEPs.

Proposed Expenditures for this Strategy/Activity

Amount(s) No cost

Source(s) N/A

Budget Reference(s) N/A

Strategy/Activity 11

Students to be Served by this Strategy/Activity

Students participating in the ASES program

Strategy/Activity

The Boys and Girls Club will provide necessary classroom materials and supplies to support classroom instruction, homework assistance and enrichment activities.

Proposed Expenditures for this Strategy/Activity

Amount(s) Shared with Goal 1

Source(s) Shared with Goal 1

Budget Reference(s) Shared with Goal 1

Strategy/Activity 12

Students to be Served by this Strategy/Activity

Struggling Learners

Strategy/Activity

Hire an IPT Coordinator to help organize and set up IPTs for Rio Plaza.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Shared with Goal 1
Source(s)	Shared with Goal 1
Budget Reference(s)	Shared with Goal 1

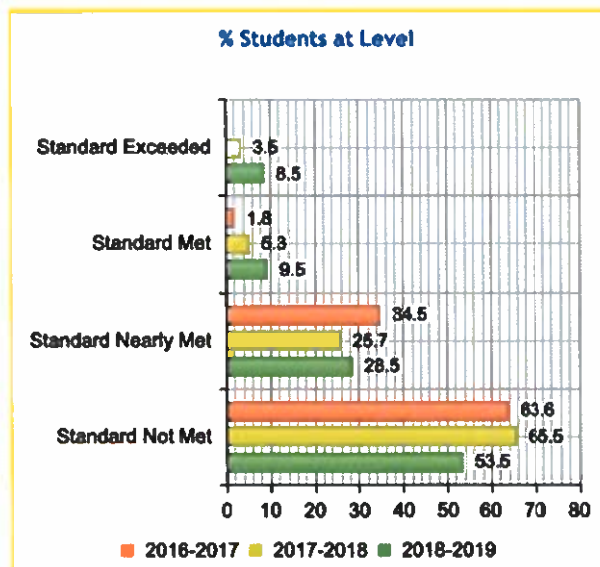
Goals, Strategies, & Proposed Expenditures

Goal 3: English Learners (ELPAC)

English Learners (ELPAC) - By Spring 2020, all eligible students in grades KN-5 will take the English Language Proficiency Assessment for California (ELPAC). Through strategic professional learning, implementation of best practices and community partnerships, Rio Plaza ELPAC-Summative scores of 4 Overall Performance Level will increase by at least five percent from 13.1% in the 2018-2019 academic year to 18.1% on the 2018-2019 academic year. Rio Plaza Overall Performance Level of 1, 2, and 3 as measured by the ELPAC-Summative will decrease by at least five percent from 86.9% in the 2018-2019 academic year to 81.9% in the 2018-2019 academic year. In addition, on the CAASPP, the EL Subgroup will increase by 5% in Met or Exceeded, and decrease by 5% in Not Met. In the 2018-2019 school year, the EL subgroup scored as follows: 18% met or exceeded and 82% not met. The goal will be to get to 23% Met or Exceeded and go down to 77% on Not Met.

ELPAC Results			2018-19				2017-18				
School	Grade	n	% Level 4	% Level 3	% Level 2	% Level 1	n	% Level 4	% Level 3	% Level 2	% Level 1
RP	All	396	13.1%	43.9%	33.1%	9.8%	304	19.7%	38.8%	29.6%	11.8%

***CAASPP EL Subgroup Data: See chart below. In the 2018-2019 school year the EL subgroup scored as follows: 8.8% meeting and exceeding and 91.2 not met. In the 2018-2019 school year, the EL subgroup scored as follows: 18% met or exceeded and 82% not met. Demonstrating a 9.2% gain in met or exceeded and a decrease of 9.2%.



Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC K-5th grade CAASPP EL Subgroup Data	<p>13.1% of students KN-5 earned a score of 4 Overall Performance Level on the ELPAC.</p> <p>86.9% of students in KN-5 earned a score of 1, 2, or 3 on the ELPAC.</p> <p>18% of EL students 3-5 met or exceeded standards on the CAASPP.</p> <p>82% of EL students 3-5 did not meet standards on the CAASPP.</p>	<p>18.1% of students KN-5 will earn a score of 4 Overall Performance Level on the ELPAC.</p> <p>81.9% of students in KN-5 will earn a score of 1, 2, or 3 on the ELPAC.</p> <p>On CAASPP, 23% of EL students in grades 3-5 will be at Met or exceeded. 77% of EL students in grades 3-5 will be at Not Met.</p>

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

Create designated ELD Coordinated Schedules at each grade level. Teachers will group students by ability groups during Designated ELD instruction to target specific student needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No Cost
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

Provide Designated and Integrated ELD training and professional development for teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No cost.
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

Provide teachers with planning time to make adjustments to ELD groups.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Shared with Goal 1
Source(s)	Shared with Goal 1
Budget Reference(s)	Shared with Goal 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

Use of the ELPAC practice tests to design task types and model instructional implications of expected level of language proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No Cost
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

Offer teachers the support from Mrs. Margarita Mosqueda to develop literacy skills in the classroom.

Proposed Expenditures for this Strategy/Activity

Amount(s) No Cost

Source(s) N/A

Budget Reference(s) N/A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

The school will use an EL Coordinator to monitor the EL program.

Proposed Expenditures for this Strategy/Activity

Amount(s) \$4,000

Source(s) LCFF

Budget Reference(s) Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

The school will use ADEPT to monitor EL student progress.

Proposed Expenditures for this Strategy/Activity

Amount(s) \$3,400

Source(s) Title I

Budget Reference(s)

Cover cost of ADEPT Team

Strategy/Activity 8

Students to be Served by this Strategy/Activity

English Learners

Strategy/Activity

Purchase of necessary supplemental materials, supplies and technology to support EL students.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Shared with Goal 1

Source(s)

Shared with Goal 1

Budget Reference(s)

Shared with Goal 1

Strategy/Activity 9

Students to be Served by this Strategy/Activity

Students with Special Needs

Strategy/Activity

Teachers will differentiate instruction for students with IEPs as indicated on the EL section of their IEPs.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Shared with Goal 1

Source(s)

Shared with Goal 1

Budget Reference(s)

Shared with Goal 1

Strategy/Activity 10

Students to be Served by this Strategy/Activity

Students with special needs

Strategy/Activity

The principal, resource teacher and classroom teachers will monitor progress for students with IEPs. The resource teacher will develop and use an instruction schedule for students with IEPs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No cost
Source(s)	N/A
Budget Reference(s)	N/A

Goals, Strategies, & Proposed Expenditures

Goal 4 - Non Academic

Non-academic- Rio Plaza Elementary will create a welcoming and safe environment where students attend and are connected to their school. During the 2019-20 school year, Rio Plaza will maintain an average daily attendance rate of 96.5% or higher.

Basis for this Goal

Attendance data shows that the average daily attendance rate for Rio Plaza during the 2018-19 school year was 96.39%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Average Daily Attendance (ADA) rates.	ADA for all students in 2018-19 was 96.39%.	ADA for 2018-19 will be 96.5% or higher.

Chronic Absenteeism Report Retrieved from CDE Dashboard

Student Group	Color	Status Level	Change Level
All Students	Green	Medium	Declined Significantly
English Learners	Green	Low	Declined
Foster Youth	None	*	*
Homeless	None	High	*
Socioeconomically Disadvantaged	Green	Medium	Declined Significantly
Students with Disabilities	Orange	High	Increased
African American	None	*	*
American Indian or Alaska Native	None	*	*
Asian	None	*	*
Filipino	None	*	*
Hispanic	Green	Medium	Declined
Native Hawaiian or Pacific Islander	None	*	*
White	None	Low	Declined
Two or More Races	None	*	*

Suspension Report Retrieved from CDE Dashboard

Student Group	Color	Status Level	Change Level
All Students	Yellow	Medium	Maintained
English Learners	Yellow	Medium	Maintained
Foster Youth	None	*	*
Homeless	None	Medium	*
Socioeconomically Disadvantaged	Yellow	Medium	Maintained
Students with Disabilities	Orange	High	Increased
African American	None	*	*
Filipino	None	*	*
Hispanic	Yellow	Medium	Maintained
White	None	Very High	Increased

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Develop an attendance program that will offer attendance incentives.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	LCFF
Budget Reference(s)	N/A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students with chronic absenteeism

Strategy/Activity

Offer counseling services from the site counselor, to individuals and small groups.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No cost
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Maintain continuous communication with families regarding the importance of attendance.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No cost
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Students who have one or more absences.

Strategy/Activity

Offer attendance recovery saturday school.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000
Source(s)	LCFF
Budget Reference(s)	Cover the cost of Student Support Specialist support. Cover the cost of teachers' salary.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The school will review monthly attendance reports to identify students with excessive absences.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No cost
Source(s)	N/A
Budget Reference(s)	N/A

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The principal will lead school assemblies and classroom presentations to address school and classroom expectations and rules.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No cost
Source(s)	No cost
Budget Reference(s)	N/A

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

The school will use a counselor to assist students in need of emotional support and to administer positive programs on campus.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No cost
Source(s)	No cost
Budget Reference(s)	N/A

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The school will use a Student Support Specialist to assist parents and students regarding the health and safety of students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6,000
Source(s)	LCFF
Budget Reference(s)	Salary

Strategy/Activity 9

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The school will implement the use of social emotional learning (SEL). These include: CHAMPS, Restorative Justice Practices, and Mindful Mondays.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$9,000
Source(s)	LCFF
Budget Reference(s)	Cost of programs and materials.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The school will purchase recess equipment and inclement weather games and supplies for activities to use during inclement weather days.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	LCFF
Budget Reference(s)	Materials

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1 - English Language Arts (Reading)

Goal 1 - ELA (Reading) - By June, 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 Plaza scores of 3 and 4 on the English Language Arts (ELA) section of the CAASPP will increase by at least five percent from 20.7% in the 2017-2018 academic year to 25.7% on the 2018-2019 academic year. Rio Plaza scores of 1 and 2 on the ELA section of the CAASPP will decrease by at least five percent from 79.3% in the 2017-2018 academic year to 74.3% in the 2018-2019 academic year.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA scores	Rio Plaza scores of 3 and 4 on the English Language Arts (ELA) section of the CAASPP will increase by at least five percent from 20.7% in the 2018-2019 academic year to 25.7% on the 2018-2019 academic year. Rio Plaza scores of 1 and 2 on the ELA section of the CAASPP will decrease by at least five percent from 79.3% in the 2017-2018 academic year to 74.3% in the 2018-2019 academic year.	This goal was met. Rio Plaza scores of 3 and 4 on the English Language Arts (ELA) section of the CAASPP increased by 6.4%, exceeding the goal of a 5% gain for the 2018-2019 academic year. Scores went from 20.7% to 27.1%. Inversely, the 1 and 2 scores on the English Language Arts (ELA) section of the CAASPP decreased by 6.4, exceeding the goal of decreasing by 5% decrease for the 2018-2019 academic year. Scores of 1 and 2 decreased from 79.3% to 72.9% in the 2018-2019 academic year.

STRATEGIES/ACTIVITIES

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

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teacher release by substitutes to review ELA (CAASPP, CFAs, and IABs) data and analyze progress towards previous goals with teachers.	Teachers were released by substitutes to review ELA (CAASPP and CFAs) data and analyze progress towards previous goals with teachers.	\$6,240	\$6,240

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Hire and train hourly teachers to provide support for K-5 students.	Hourly teachers were hired and trained to provide support for K-5 students.	\$30,000	\$30,000

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Materials, supplies and subscriptions, field trips, technology and outside speakers will be used to supplement core materials for instruction in ELA.	Materials, supplies and subscriptions, field trips, technology and outside speakers were used to supplement core materials for instruction in ELA.	\$30,000	\$30,000

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide after school ELA focused tutoring for grades 3-5.	After school ELA focused tutoring for grades 3-5 was provided.	\$1,500	\$1,500

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Hire and train librarians.	Librarians were hired and trained.	\$9,530	\$9,530

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Hold parent involvement/outreach events. Some of these activities include Family Literacy Night, Family Math Night, and others. Provide door prizes and food for families.	Involvement/outreach events were held. Some of these activities included Family Literacy Night, Family Math Night, and others. Door prizes and food for families were provided.	\$500	\$500

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administer CFAs, and participate in Learning Priority and Reading Register.	CFAs were administered and students participated in Learning Priority and Reading Register.	No Cost	No Cost

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Offer students CAASPP awards and incentives and provide students with awards for growth.	CAASPP awards and incentives were provided for students for growth.	\$500	\$500

Strategy/Activity 9

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Kindergarten teachers will assess incoming kindergarten students to determine classroom placement.	Kindergarten teachers assessed incoming kindergarten students to determine classroom placement.	\$3,000	\$3,000

Strategy/Activity 10

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Rio Plaza teachers will identify the specific needs of all students and differentiate instruction in the regular classroom to increase student achievement in ELA.	Rio Plaza teachers identified the specific needs of all students and differentiated instruction in the regular classroom to increase student achievement in ELA.	No Cost	No Cost

Strategy/Activity 11

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Purchase library books and materials.	Library books and materials were purchased.	\$2,500	\$2,500

Strategy/Activity 12

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Students will participate in the Scripps Spelling bee to help students increase their spelling accuracy	Students participated in the Scripps Spelling bee to help students increase their spelling accuracy	\$150	\$150
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Strategy/Activity 13

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The principal and teachers will participate in professional development. PE teacher and aide will be hired to release teachers by grade level.	The principal and teachers participated in professional development. PE teacher and aide were hired to release teachers by grade level.	\$30,000	\$30,000

Strategy/Activity 14

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The Technology Coordinator will assist teachers in implementing technology in the classroom.	The Technology Coordinator assisted teachers in implementing technology in the classroom.	\$2,000	\$2,000

Strategy/Activity 15

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The school will use a testing coordinator to oversee the CAASPP.	The school used a testing coordinator to oversee the CAASPP.	\$500	\$500

Strategy/Activity 16

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The school will conduct a Teacher and 3rd-5th grade Literacy Survey to determine school literacy needs.	The school conducted a Teacher and 3rd-5th grade Literacy Survey to determine school literacy needs.	No cost	No Cost

Strategy/Activity 17

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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The principal and literacy teacher will lead a Literacy Committee to respond to site literacy needs.	The principal and literacy teacher led a Literacy Committee to respond to site literacy needs.	\$1,500	\$1,500
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Strategy/Activity 18

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The teachers will receive UDL training to address different needs of students.	The teachers received UDL training to address different needs of students.	\$10,000	\$10,000

Strategy/Activity 19

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will differentiate instruction for students with IEPs as indicated by the accommodations on their IEPs.	Teachers differentiated instruction for students with IEPs as indicated by the accommodations on their IEPs.	\$500	\$500

Strategy/Activity 20

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The principal, resource teacher and classroom teachers will monitor progress for students with IEPs. The resource teacher will develop and use an instruction schedule for students with IEPs. In addition, the school will begin the process of increasing student access to the Least Restrictive Environment by increasing co-teaching opportunities.	The principal, resource teacher and classroom teachers monitored progress for students with IEPs. The resource teacher developed and used an instruction schedule for students with IEPs. In addition, the school began the process of increasing student access to the Least Restrictive Environment by increasing co-teaching opportunities.	No cost	No cost

Strategy/Activity 21

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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The Boys and Girls Club will provide necessary classroom materials and supplies to support classroom instruction, homework assistance and enrichment activities.	The Boys and Girls Club provided necessary classroom materials and supplies to support classroom instruction, homework assistance and enrichment activities.	\$1,000	\$1,000
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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.

The strategies/activities listed above for Goal #1 were implemented during the 2018-2019 school year. The principal, teachers and support staff worked together to ensure that students received the necessary instruction, support and materials they needed to be successful.

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

As stated above, the reading goal was met, which reflects the fact that these activities assisted with in meeting and exceeding the goal.

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

None

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

In addition to the continuation of some of these activities for the following school year, Rio Plaza will add more professional development opportunities for teachers in order to help respond to the literacy needs of our students and staff.

SPSA Year Reviewed: 2018-19

Goal 2 - MATHEMATICS

Goal 2: Math - By June, 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 Plaza scores of 3 and 4 on the Math section of the CAASPP will

increase by at least five percent from 23.8% in the 2017-2018 academic year to 28.8% on the 2018-2019 academic year. Rio Plaza scores of 1 and 2 on the Math section of the CAASPP will decrease by at least five percent from 76.2% in the 2017-2018 academic year to 71.2% in the 2018-2019 academic year.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math scores	Rio Plaza scores of 3 and 4 on the Math section of the CAASPP will increase by at least five percent from 23.8% in the 2017-2018 academic year to 28.8% on the 2018-2019 academic year. Rio Plaza scores of 1 and 2 on the Math section of the CAASPP will decrease by at least five percent from 76.2% in the 2017-2018 academic year to 71.2% in the 2018-2019 academic year.	The goal was almost met, we were very close to meeting the 5% gain on the 3 and 4 scores and almost 5% decline in the 1 and 2 scores. Rio Plaza scores of 3 and 4 on the Math section of the CAASPP increased by 4.6%, almost meeting the goal of a 5% gain for the 2018-2019 academic year. Scores went from 23.8% to 28.4%. Inversely, the 1 and 2 scores on the Math section of the CAASPP decreased by 4.7%, almost meeting the goal of decreasing by 5% decrease for the 2018-2019 academic year. Scores of 1 and 2 decreased from 76.2% to 71.5% in the 2018-2019 academic year.

STRATEGIES/ACTIVITIES

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

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teacher release by substitutes to review math (CAASPP and CFAs) data and analyze progress towards previous goals with teachers.	Teachers were released by substitutes to review math (CAASPP and CFAs) data and analyze progress towards previous goals with teachers.	Shared with Goal 1	Shared with Goal 1

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implement Bridges math curriculum and purchase	Bridges math curriculum was implemented and	Shared with Goal 1	Shared with Goal 1

supplemental materials, programs and technology to support classroom instruction.	supplemental materials, programs and technology were purchased to support classroom instruction.		
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Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide math focused, after school tutoring for students.	Math focused, after school tutoring was provided for students.	Shared with Goal 1	Shared with Goal 1

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide math focused professional development opportunities for teachers.	Math focused professional development opportunities for teachers was provided.	Shared with Goal 1	Shared with Goal 1

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Offer students CAASPP incentives and provide students with awards for growth.	Students were offered CAASPP incentives and students were provided with awards for growth.	Shared with Goal 1	Shared with Goal 1

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Hold parent involvement/outreach events. Some of these activities include Family Literacy Night, Family Math Night, and others. Provide door prizes and food for families.	We held parent involvement/outreach events. Some of these activities included Family Literacy Night, Family Math Night, and others. We provided door prizes and food for families.	Shared with Goal 1	Shared with Goal 1

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Kindergarten teachers will assess incoming kindergarten students to determine classroom placement.	Kindergarten teachers assessed incoming kindergarten students to determine classroom placement.	Shared with Goal 1	Shared with Goal 1

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The Technology Coordinator will assist teachers in implementing technology in the classroom.	The Technology Coordinator assisted teachers in implementing technology in the classroom.	Shared with Goal 1	Shared with Goal 1

Strategy/Activity 9

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The principal and teachers will participate in professional development. PE teachers will be hired to release teachers by grade level.	The principal and teachers participated in professional development. PE teachers were hired to release teachers by grade level.	Shared with Goal 1	Shared with Goal 1

Strategy/Activity 10

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will differentiate instruction for students with IEPs as indicated on the accommodations page of their IEPs.	Teachers differentiated instruction for students with IEPs as indicated on the accommodations page of their IEPs.	Shared with Goal 1	Shared with Goal 1

Strategy/Activity 11

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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The principal, resource teacher and classroom teachers will monitor progress for students with IEPs. The resource teacher will develop and use an instruction schedule for students with IEPs.	The principal, resource teacher and classroom teachers monitored progress for students with IEPs. The resource teacher developed and used an instruction schedule for students with IEPs.	No cost	No cost
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Strategy/Activity 12

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The Boys and Girls Club will provide necessary classroom materials and supplies to support classroom instruction, homework assistance and enrichment activities.	The Boys and Girls Club provided necessary classroom materials and supplies to support classroom instruction, homework assistance and enrichment activities.	Shared with Goal 1	Shared with 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 strategies/activities listed above for Goal #2 were implemented during the 2018-2019 school year. The principal, teachers and support staff worked together to ensure that students received the necessary instruction, support and materials they needed to be successful.

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

As stated above, the reading goal was nearly fulfilled, which reflects the fact that these activities assisted with almost reaching the goal.

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

None

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

In addition to the continuation of some of these activities for the following school year, Rio Plaza will continue to monitor student progress through the use of IABs in order to help respond to the math needs of our students and staff.

SPSA Year Reviewed: 2018-2019

Goal 3 - English Learners (ELPAC)

English Learners (ELPAC) - By Spring 2019, all eligible students in grades KN-5 will take the English Language Proficiency Assessment for California (ELPAC). Through strategic professional learning, implementation of best practices and community partnerships, Rio Plaza ELPAC-Summative scores of 4 Overall Performance Level will increase by at least five percent from 26.1% in the 2017-2018 academic year to 31.1% on the 2018-2019 academic year. Rio Plaza Overall Performance Level of 1, 2, and 3 as measured by the ELPAC-Summative will decrease by at least five percent from 72.9% in the 2017-2018 academic year to 67.9% in the 2018-2019 academic year.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Scores	18.1% of students KN-5 will earn a score of 4 Overall Performance Level on the ELPAC. 81.9% of students in KN-5 will earn a score of 1, 2, or 3 on the ELPAC.	13.1% of students KN-5 earned a score of 4 Overall Performance Level on the ELPAC. Therefore, 86.9% of students in KN-5 earned a score of 1, 2, or 3 on the ELPAC. Based on these scores, we did not meet Goal #3. However, we would like to highlight that there was movement from Levels 1 to 2; in 2017-18 we had 11.8% of students in level 1, however in 2018-2019, that went down 2% to 9.8%, therefore increasing the percentage at level 2 by 3.5% from 29.6% to 33.1%, level 3 also increased by 5.1% from 38.8% to 43.9%. The work that needs to be done this year, is to help students move from level 3 to level 4 on the ELPAC.

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
Create designated ELD Coordinated Schedules at each grade level. Teachers will group students by ability groups during Designated ELD instruction to target specific student needs.	We created designated ELD Coordinated Schedules at each grade level. Teachers grouped students by ability groups during Designated ELD instruction to target specific student needs.	No cost	No cost

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide Designated and Integrated ELD training and professional development for teachers.	Teachers were provided with Designated and Integrated ELD training and professional development.	No cost	No cost

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide teachers with planning time to make adjustments to ELD groups.	Teachers were provided with planning time to make adjustments to ELD groups.	Shared with Goal 1	Shared with Goal 1

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Use of the ELPAC practice tests to design task types and model instructional implications of expected level of language proficiency.	We used the ELPAC practice tests to design task types and model instructional implications of expected level of language proficiency.	No cost	No cost

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Offer teachers the support from Mrs. Sara Juarez to develop literacy skills in the classroom.	Teachers were provided with support from Mrs. Sara Juarez to develop literacy skills in the classroom.	No cost	No cost
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Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The school will use an EL Coordinator to monitor the EL program.	The school used an EL Coordinator to monitor the EL program.	\$3,950	\$3,950

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The school will use ADEPT to monitor EL student progress.	The school used ADEPT to monitor EL student progress.	\$3,400	\$3,400

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Purchase of necessary supplemental materials, supplies and technology to support EL students.	We purchased the necessary supplemental materials, supplies and technology to support EL students.	Shared with Goal 1	Shared with Goal 1

Strategy/Activity 9

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will differentiate instruction for students with IEPs as indicated on the EL section of their IEPs.	Teachers differentiated instruction for students with IEPs as indicated on the EL section of their IEPs.	Shared with Goal 1	Shared with Goal 1

Strategy/Activity 10

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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The principal, resource teacher and classroom teachers will monitor progress for students with IEPs. The resource teacher will develop and use an instruction schedule for students with IEPs.	The principal, resource teacher and classroom teachers monitored progress for students with IEPs. The resource teacher developed and used an instruction schedule for students with IEPs.	No Cost	No Cost
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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.

The strategies and activities listed above were implemented as described including, but not limited to, data meetings, targeted grouping of ELs by Language Proficiency during Designated ELD, and implementation of local assessment measures to monitor EL student progress and performance.

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

As stated above, the ELD goal was not met. However, according to the CAASPP scores, we did make significant growth with our EL students. In the 2017-2018 school year the EL subgroup scored as follows: 8.8% meeting and exceeding and 91.2% not met. In the 2018-2019 school year, the EL subgroup scored as follows: 18% met or exceeded and 82% not met. Demonstrating a 9.2% gain in met or exceeded and a decrease of 9.2%.

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

None

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

In addition to the continuation of some of these activities for the following school year, Rio Plaza will add more professional development opportunities for teachers, as well as tap into the knowledge and support from Mrs. Mosqueda in order to help respond to the needs of our EL students and our staff.

SPSA Year Reviewed: 2018-2019

Goal 4 - Non Academic

Non-academic - Rio Plaza Elementary will create a welcoming and safe environment where students attend and are connected to their school. During the 2018-19 school year, Rio Plaza will maintain an average daily attendance rate of 96.5% or higher.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Average Daily Attendance (ADA) rates.	ADA for 2018-19 will be 96.5% or higher.	ADA for 2018-19 was 96.39. Although this goal was not met, we did make some growth. In the 2017-2018 school year, our ADA was 96.32.

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
Develop an attendance program that will offer attendance incentives.	We developed an attendance program that offered attendance incentives.	\$2,000	\$2,000

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Offer counseling services from the site counselor, to individuals and small groups.	Counseling services from the site counselor were offered to individuals and small groups.	No cost	No cost

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Maintain continuous communication with families regarding the importance of attendance.	We had continuous communication with families regarding the importance of attendance.	No cost	No cost

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Offer attendance recovery Saturday school.	We offered attendance recovery Saturday school.	\$2,000	\$2,000

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The school will review monthly attendance reports to identify students with excessive absences.	The school reviewed monthly attendance reports to identify students with excessive absences.	No cost	No cost

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The principal will lead school assemblies and classroom presentations to address school and classroom expectations and rules.	The principal led school assemblies and classroom presentations to address school and classroom expectations and rules.	No cost	No cost

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The school will use a counselor to assist students in need of emotional support and to administer positive programs on campus.	The school used a counselor to assist students in need of emotional support and to administer positive programs on campus.	No cost	No cost

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The school will use a Student Support Specialist to assist parents and students regarding the health and safety of students.	The school used a Student Support Specialist to assist parents and students regarding the health and safety of students.	\$5,895	\$5,895

Strategy/Activity 9

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The school will implement the use of social emotional learning (SEL). These include: CHAMPS, Restorative Justice Practices, and Mindful Mondays.	The school implemented the use of social emotional learning (SEL). These include: CHAMPS, Restorative Justice Practices, and Mindful Mondays.	\$6,000	\$6,000

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.

The strategies/activities listed above for Goal #4 were implemented during the 2017-2018 school year. The principal, teachers and support staff worked together to create a welcoming and safe environment where students attend and are connected to their school.

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

As stated above, the Non-Academic goal was not met. However, we must take into consideration the fact that we did make some growth. In the 2017-2018 school year, our ADA was 96.32, and for the 2018-2019 school year, our ADA was 96.39, making this a growth of .07%. Although this might seem minimal, this is considered a good change in ADA.

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

None.

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

In addition to the continuation of some of these activities for the following school year, Rio Plaza will include more fun and interactive activities to respond to the needs of our students and our staff and help with promoting the importance of attendance.

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	\$ 176,446
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 176,446

Consolidation of Funds

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

Federal Programs	Allocation (\$)
Unrestricted General Fund	\$26,132
LCFF	\$113,146
Title I	\$63,300

Subtotal of consolidated federal funds for this school: \$ 202,578

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	\$1,000.00

Subtotal of consolidated state or local funds for this school: \$ 1,000

Total of consolidated (federal, state, and/or local) funds for this school: \$203,578

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

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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 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 Immigrant 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