

School Year: 2020-2021



Río Real - School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Río Real Elementary School	5672561-6119242	February 3, 2021	February 20, 2021

Dr. María M. Hernández _____
 Name of School Principal Signature of School Principal Date

Jodie Solorio _____
 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

Involvement Process for the SPSA and Annual Review and Update

District Level:

The Rio School District conducted a review of the nine Essential Program Components, but perhaps more importantly, analyzed the demands of state standards to include the Common Core and the district’s current capacity to effectively deliver high quality instruction. The goal of the process is to continuously improve instructional practices and to deepen the understanding of Common Core practices necessary to provide ALL students access to a robust course of study. Rio School District continues to craft a collaborative system that includes a district-wide K-8 Curriculum Council, management and principal teams, site-level Professional Learning Communities (PLCs) as well as district level professional development and calibration. This network was effectively utilized throughout the needs assessment process to analyze data, identify priority needs, create action steps, and communicate with stakeholders. Educational Services worked with stakeholders to create a long-range goals and strategies (captured in the Local Control Accountability Plan) designed to improve student

outcomes as well as college and career readiness.

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

Site Level:

As part of our professional practice at Rio Real, the California Assessment of Student Performance and Progress (CAASPP) Test data is reviewed in detail. In particular, a detailed analysis of State and Local Assessment as presented on the California Dashboard is 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 from the last available year (CAASPP 2018-2019). Based upon achievement trends, we have done the following:

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

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

- 1) School Site Council meeting 12/2/20, 1/20/21 & 2/17/21
- 2) ELAC Meeting 11/12/20
- 3) Coffee with the Principal 11/12/20, 12/16/20
- 4) Staff Meeting 1/4/2021
- 5) SPSA approved by the School Site Council on 2/3/20
- 6) SPSA approved by the Rio School District Board of Trustees on 2/17/20

Goals, Strategies, & Proposed Expenditures

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

Goal 1

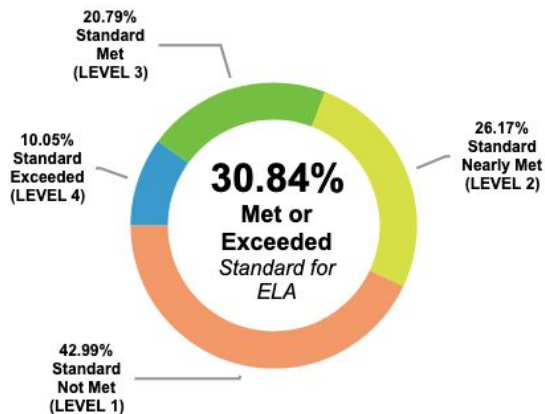
Reading - By June 2021, 100% of all students in grades K-8 will have access to technology, books/supplies and software, necessary to support increased literacy and enable students to participate in online synchronous and asynchronous learning as measured by attendance records, device distribution, Leveled Reading Passages, and LST data/multiple measures.

Basis for this Goal

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

ELA

Percent of students within each achievement level



Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	31%	36%
Device Distribution	75%	100%
Leveled Reading Passages	27%	Increase to 40%
LST support	75 students	350 Students engaged
Software usage	25% of students	80% of all students

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, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

1. A Multi-Tiered System of Support will be implemented and refined to include parent involvement in the process of monitoring student support and enrichment opportunities.

A. Supplemental instruction in Reading, comprehension, writing, listening, speaking intervention after school and on Saturdays

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Provide funds to release teachers to participate in Pathway design during the school day and after school for teacher collaboration to design inquiry based units based on grade level standards. Collaboration time on effective practices increases teacher efficacy, a research based practice to increase student achievement (substitutes for grade level planning meetings).

A. Substitutes (3 collaboration days p/teacher per year)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5000
Source(s)	LCFF
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Professional Development - Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts (Ex. Integrated and Designated ELD, CRLP/Reading Results (RALLI,CALL), Stemsscopes, CABE, ELD, NGSS, Math, Kindergarten Conference, Dual Language workshops, CHAMPS, MTSS, Rtl, Dual Language and bilingual training workshops) for staff (substitutes for planning days)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$11,000
Source(s)	Title I
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Parent involvement and meeting supplies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$682
Source(s)	Title I Parent Involvement
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Assessment support (Substitutes, Kindergarten entry and language assessments, formative assessment review)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3000
Source(s)	LCFF
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Library access with improved selection of material available for student and staff use.

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	A. \$2,000 LCFF B. \$24,000 LCFF C. \$17,700 Title I D. \$850 LCFF
Source(s)	LCFF & Title I
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Technology - Technology support and Hardware

- A. Site Technology Champion stipend
- B. Hardware

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4,000
Source(s)	Title I
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Incentives - Biliteracy Awards, Reading progress

- A. Biliteracy Ribbons and certificates
- B. Reading progress ribbons and trophies

Proposed Expenditures for this Strategy/Activity

Amount(s)	A. \$1,000 B. \$2,000
Source(s)	LCFF

Budget Reference(s)

[Add budget reference here]

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Student and Family Support Specialist

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$7,000

Source(s)

LCFF

Budget Reference(s)

[Add budget reference here]

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Equipment - Desks and alternative seating for classrooms and office

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$3,000

Source(s)

LCFF

Budget Reference(s)

[Add budget reference here]

Goal 2

Mathematics -By June 2021, 100% of all students in grades K-8 will have access to technology, books/supplies and software, necessary to support increased learning in mathematics through online synchronous and asynchronous learning.

Basis for this Goal

In the 2017-2018 school year 75% of all students in grades 3-8 scored below met or exceeded the standards on the mathematics section of the CAASPP.

Student Performance - 2017-2018				
<input type="checkbox"/>	Level		#	%
<input type="checkbox"/>	4	Standard Exceeded	23	6.9
<input type="checkbox"/>	3	Standard Met	61	18.2
<input type="checkbox"/>	2	Standard Nearly Met	116	34.6
<input type="checkbox"/>	1	Standard Not Met	135	40.3

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	24%	30%
Multiple Measures (Bridges, ST Math, IXL, Khan Academy)	30%	75%

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, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

1. A Multi-Tiered System of Support will be implemented and refined to include parent involvement in the process of monitoring student support and enrichment opportunities.

- A. Purchase supplemental curriculum and/or material for the targeted intervention and enrichment in math
- B. Professional development (ex. Math, CHAMPS, MTSS, Rtl, Dual Language and bilingual training workshops) for staff (substitutes for planning days/grade level meetings)
- C. Grade level teams plan and review math practices and benchmark assessments.

Proposed Expenditures for this Strategy/Activity

Amount(s)	A. \$2,500 LCFF B. \$3,000 LCFF C. \$1,000 Title I C. \$500 LCFF
Source(s)	LCFF
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

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

- A. Substitutes 3 collaboration days p/teacher

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

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

- A. ST Math
- B. Supplemental materials

Proposed Expenditures for this Strategy/Activity

Amount(s)

- A. \$6,000
- B. \$1,000

Source(s)

Title I

Budget Reference(s)

[Add budget reference here]

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

Amount(s)

- A. \$1,000 LCFF and \$156 Title I
- B. \$250 LCFF

Source(s)

LCFF and Title I

Budget Reference(s)

[Add budget reference here]

Goal 3

English Language Development - By June 2021 the percentage of students who score a 4 on the English Language Proficiency Assessment (ELPAC) will increase by 20%. (a score of 4 on the ELPAC is one requirement for reclassification)

Basis for this Goal

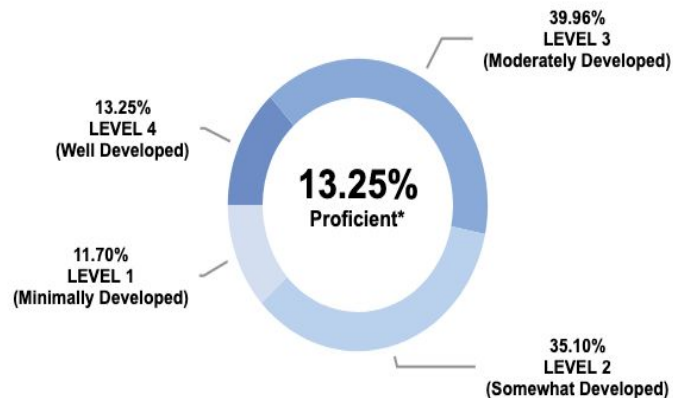
Based on the English Language Performance Indicator for ELPAC on the CDE website for 2018-2019 English Learner performance was as follows:

11.7% Level 1 Minimally Developed

35.10% Level 2 Somewhat Developed

English Language Proficiency for Summative ELPAC

Percent of students within each performance level



39.96% Level 3 Moderately Developed

13.25% Level 4 Well Developed

On the CAASPP 89% of English Learners in grades 3-5 and 95% in grades 6-8 scored below met or exceeded the standards.

	Baseline	Expected Outcome
CAASPP	14%	20%
ELPAC	13.25%	30%

PLANNED STRATEGIES/ACTIVITIES

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learner subgroup

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

A. Reading Intervention during synchronous small group time

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Increase parent meetings, activities, improve outreach and provide parent education on digital/electronic media to connect with teachers and monitor student progress. Provide guidance on supporting EL learners (Coffee w/Principal, parent workshops, fliers, communication, etc.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$264
Source(s)	Title I
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4,000
Source(s)	LCFF
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Adept Assessment to evaluate progress of English learners

Proposed Expenditures for this Strategy/Activity

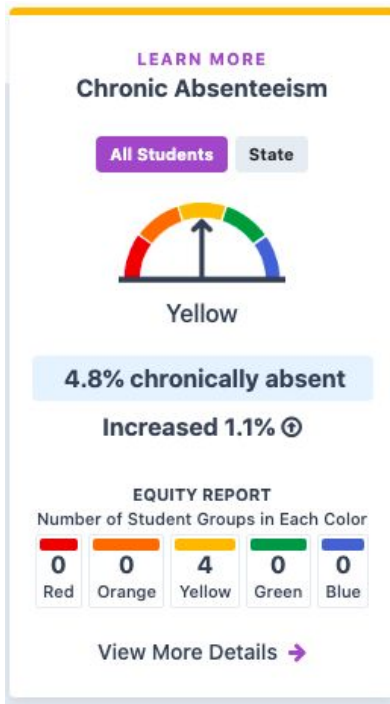
Amount(s)	\$1,000
Source(s)	LCFF
Budget Reference(s)	[Add budget reference here]

Goal 4

Staff, students, parents and community members at Río Real will work together to help students feel safe, connected to school and attend school in an orderly environment as measured by student attendance rates at 97.0%, attendance at ELAC and Coffee with the Principal meetings.

Basis for this Goal

In the 2018-2019 school year the rate of chronic absenteeism was 4.8% an increase of 1.1% over the previous year. Additionally, Youth Truth Survey responses from students indicate they do not feel safe while at school.



Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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CDE Dashboard - Chronic Absenteeism	4.8%	3.8%
Youth Truth Survey	24% of students in grades 3-5 report they were bullied at school	Decrease
ELAC Meeting attendance	average of 5 parents attend	increase attendance by 100%
Coffee with the Principal	Average of 20 parents attend	increase attendance by 50%
Counseling presentations/groups		At least 1x a month for all Sts
Student Leadership Activities	2 activities per year	Increase activities by 100%

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, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4,700
Source(s)	LCFF
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

School counselor - support student and family connections through parent meetings. Provide Social and Emotional (SEL) Learning supports, school based counseling support and outreach efforts to all students. The school counselor will maintain connections and refer families to community agencies in efforts to increase developmental assets in the home, community and school. Support a Multi-tiered system of support for behavior which includes CHAMPS, Restorative Justice, Social-Emotional Learning (SEL), alternative means of corrections, etc. Purchase of supplemental books and materials for social, emotional and behavioral supports.

IPT meeting subs - 20 days @ \$125 per day

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

After School Program Teacher Liaison(s) - Connect the day and after school program to further engage students and support positive attendance. The teacher liaison will support program staff with strategies and ideas for homework support. The program coordinator will plan and coordinate engaging activities to increase school connectedness, student safety and healthy behaviors.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,300
Source(s)	LCFF
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Provide students with sports equipment to participate in physical development activity during synchronous and asynchronous learning time.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	LCFF
Budget Reference(s)	[Add budget reference here]

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Student Leadership

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

School Accountability Report Card

Proposed Expenditures for this Strategy/Activity

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

Annual Review and Update

SPSA Year Reviewed: 2019-2020

Goal 1

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
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CAASPP	36%%	No CAASPP data available for 2020
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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
Multi Tiered Systems of Support	Push in Reading Intervention Teacher	\$17,500	
Pathway Design Time	Substitutes to release teachers during the school day for collaborative planning time	\$15,000	
Supplemental Curriculum	For targeted intervention and enrichment in all areas	\$1,500	
Professional Development	Integrated and Designated ELD, CRLP strategies, CABE, Kinder Conference, Dual Language	\$10,000 \$5,000	
Parent Involvement	Increase parent involvement	\$809	
Assessment Support	Reading and Writing support for students to take the Spanish AP Exam	\$1,500 \$2,000	
Library Access	Library available before and after school	\$2,000 \$5,000 \$850	
Technology - hardware/software	Software for Math and Reading, Technology Champion, Book sets for classrooms	\$2,000 \$500 \$3,000	
Enrichment	Collaborative and project based materials and supplies, Spelling Bee fees, Family Literacy Nights, 5C projects	\$2,700 \$2,500	
Incentives	Biliteracy Awards, Reading progress recognitions, reading spaces furniture, Spanish Spelling Bee Travel for contestant/adult chaperone	\$4,200 \$2,000 \$4,000	\$4,000

Student and Family Support Specialist	Support specialist communicates with families, conduit of information from school to home	\$7,000	\$19,000
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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.

Multi Tiered Systems of Support strategies were implemented at varying levels as they developed throughout the year. Intervention was in place in the classroom for students struggling with reading. Monitoring for Tier II intervention occurred in 6-8 week intervals for ~117 students through the Intervention Progress Team process. Teachers attend the IPT meetings when released from the classroom by a roving substitute teacher.

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

Strategies were effective as planned and resulted in an increase in the overall reading ability according to Leveled Reading passage scores. Continued work is necessary in the area of professional development and collaboration/planning release time for teachers in ELD, Academic Language and rigor for the sub group of English Language Learners.

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

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

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

The expected increase in the percentage of students achieving met or exceeded on CAASPP ELA will remain to be seen over time as the assessment was not administered in the Spring of 2020. The 2020-2021 school plan includes an increased focus on supporting teacher professional development, collaboration and planning time in the area of reading strategies (foundational skills in both English and Spanish) academic language and integrated and designated English Language Development. The increased amounts allocated toward these activities can be found in Goal 1 and 2 of the current SPSA.

Goal 2

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	29%	No CAASPP data available for 2020

STRATEGIES/ACTIVITIES

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

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Multi Tiered Systems of Support	Teachers provided small group instruction at students differentiated levels. Supplemental materials purchased for students to do independent work. Grade level planning for math practices and benchmark assessments	\$10,000	\$10,000
Common Planning Time	Professional development training for teachers in the area of math (Bridges curriculum)	\$6,000	\$6,000
Technology Accessibility	ST Math and supplemental materials	\$7,000	\$7,000
Math Intervention and Parent education	Parent education through literacy nights in math and reading	\$1,750	\$2,000
Software	ST Math licenses	\$6,793	\$6,793

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.

Small group Intervention with classroom teacher was in place for students struggling in math. Students struggling in math were also monitored in 6-8 week intervals through the Intervention Progress Team process (~120 students in 2019-2020). Teachers attend the IPT meetings when released from the classroom by a roving substitute teacher.

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

Strategies were slightly effective as planned, however, due to the onset of COVID pandemic, interventions were not continued past March of 2020 and thus, students did not meet the growth targets. Actual growth not measurable by CAASPP as it was not administered in 2020. Continued work is necessary in the area of professional development and collaboration/planning time for teachers in math, as well as academic language and rigor for all students including the sub-group of English Language Learners.

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

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

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

Increased math collaboration time for teachers.

Goal 3

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	14%	No CAASPP data available for 2020
ELPAC	18%	13.25%

STRATEGIES/ACTIVITIES

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

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Common Planning Time	Planning time during the day for teachers	included in goal 1 action 2	included in goal 1 action 2
Targeted Reading Intervention	Small Group reading intervention	Included in Goal 1 Action 1	Included in Goal 1 Action 1
Experiential Learning	Hands on 5Cs and project based learning	\$1,000	\$1,000
Parent Education/Outreach	Educate parents on ELPAC, reclassification, progress monitoring	\$1,000	\$1,000
Adept	English Assessment	\$1,000	\$1,000

ANALYSIS

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

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

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

Effectiveness of the strategies in this goal are reflected in the amount of students reclassified to Fluent English Proficient. These students will continue to be monitored for 4 years. Additional growth severely impacted by COVID outbreak in March of 2020.

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

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

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

Professional development for teachers in the area of strategies effective for English Learners will continue and focus on consistently implementing Language objectives during Integrated ELD. Professional development will be contracted through VCOE Curriculum and Instruction specialists. Percentage of students Reclassified as Fluent English Proficient is expected to increase.

Goal 4

Safe and Connected School Environment - The students at Rio Real Elementary will feel safe, connected to school and attend school in an orderly environment as measured by maintaining attendance rates at 97.0%.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absentee	Decrease	3.7%
Positive Attendance rate 2019-2020	97.0%	Attendance for K-5 decreased slightly from 97.01% to 96.91%* Attendance in grades 6-8 was slightly better at 97.41% even though it was affected by school closures due to Ventura County fires and the COVID pandemic which closed the school in March of 2020.

STRATEGIES/ACTIVITIES

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

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Integration of the 5Cs	all subject areas and practices	No cost	No cost
School Counselor	SEL Activities	\$2,500	\$2,500
After School Program	Teacher Liaisons for connecting the school day to after school activities	ASES	ASES
Monitor and Increase Attendance	Incentives	\$300	\$300
Clubs and Teams	Connect students to school through during and after school clubs and teams	\$6,000	\$6,000
Student Leadership	Student leadership training conference	VC Innovates grant	VC Innovates grant
SARC	School Accountability Report Card	\$1,000	\$1,000
Sports Equipment	During and after school activities	\$5,000	\$5,000
Materials and Supplies	Inquiry and sociocultural experiences	\$3,000	\$3,000

Parent Meetings	Refreshments	\$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.

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

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

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

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

The overall attendance for the 2018-2019 school year was 97.26%, which is an increase of .20% when compared to the 97.06% of the 2016-2017 school year. We did not meet the goal of 97.5% for 2017-2018.

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

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

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

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

The positive attendance goal will remain at 97.0%. Río Real has the highest attendance rate in the Río School District, thus our attendance incentives will continue as indicated in the 2020-2021 attendance plan for Río Real. There will be a targeted focus to decrease the number of students who are chronically absent from school (10 or more absences) through individual peer contacts coordinated by the school counselor. These activities are reflected in Goal 4 of the 2020-2021 SPSA.

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

\$ 165,740

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

\$ 165,740

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	\$ 68,214

Subtotal of consolidated federal funds for this school: \$ [68,214]

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

State or Local Programs	Allocation (\$)
LCFF	\$96,844
ASES	\$ 1,000

Subtotal of consolidated state or local funds for this school: \$ [97,844]

Total of consolidated (federal, state, and/or local) funds for this school: \$[165,740]

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.