



School Year: 2020-2021

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Rio del Mar	56725610112631	February 9, 2021	February 17, 2021

Robert W Guynn
 Name of School Principal



Signature of School Principal

February 9, 2021
 Date

Krista Roque
 Name of SSC Chairperson



Signature of SSC Chairperson

February 9, 2021
 Date

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

The goals and resources were discussed with staff during the first trimester of the school year to determine the need for additional staffing and resources to support student achievement. This plan will be made available to the public for review/comment at our office and on our website for the remainder of the school year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Rio del Mar will achieve a chronic absenteeism rate of $\leq 20\%$ for all students during Distance Learning/Hybrid Learning.

Basis for this Goal

California School Dashboard Chronic Absenteeism Percentage Data

2017-2018	2018-2019	2019-2020*
7.3	9.1	NA

*Per the CDE the data not available due to COVID school closure. The new goal is based on students being in the home environment in Distance Learning and affected by such factors as students attending school at home while parent(s) are working in the home, parents working out of the home with children in another home or daycare location, and other factors such as technology issues.

California School Dashboard Chronic Absenteeism Five-by-Five Colored Tables

Performance Level	Increased Significantly from Prior Year (by 3.0% or more)	Increased from Prior Year (by 0.5% to less than 3.0%)	Maintained from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low 2.5% or less in Current Year	Yellow	Green	Blue	Blue	Blue
Low More than 2.5% to 5.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium More than 5.0% to 10.0% in Current Year	Orange	Orange 2018-2019 2019-2020*	Yellow 2017-2018	Green	Green
High More than 10.0% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High More than 20.0% in Current Year	Red	Red	Red	Orange	Yellow

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Rio del Mar administration staff will examine attendance data and notify parents of attendance issues through phone calls, virtual meetings, home visits, tardy letters, truancy letters, and chronic absence letters. The principal/counselor will meet with parents of students with excessive attendance issues. Cost for personnel to make contact via electronic means, complete mailings, or perform home visits outside regular school hours as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500.00
Source(s)	LCFF
Budget Reference(s)	010-4300-0000-0-4760-2700-013-200-0000-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The Rio del Mar counselor will support teachers in the classroom by performing social circles to gauge students' emotional status and engage students in social conversations. The counselor will make personal contact with families in need of counseling services as determined by social circle outcomes, teacher/admin referral or parents personally contacting the counselor. In addition to the above, the counselor will contact at-risk students, as determined by attendance records, on a regular basis, as determined by him and the family. Cost for personnel to perform home visits or make contact with families outside regular school hours as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500.00
Source(s)	LCFF
Budget Reference(s)	010-4300-0000-0-4760-2700-013-200-0000-0

Goal 2

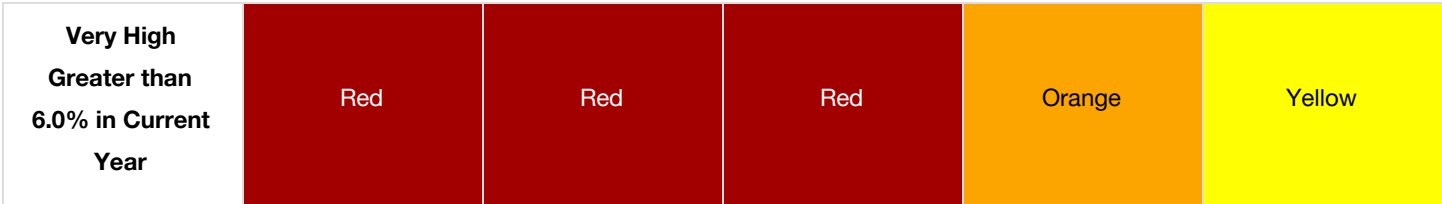
Rio del Mar will maintain an overall suspension rate of $\leq 0.5\%$.

Basis for this Goal

California School Dashboard Suspension Rate Percentage Data		
2017-2018	2018-2019	2019-2020
0.2	0.6	0.2

California School Dashboard Elementary School Suspension Five-by-Five Colored Table

Performance Level	Increased Significantly from Prior Year (by greater than 2.0%)	Increased from Prior Year (by 0.3% to 2.0%)	Maintained from Prior Year (declined or increased by less than 0.3%)	Declined from Prior Year (by 0.3% to less than 2.0%)	Declined Significantly from Prior Year (by 2.0% or greater)
Very Low 0.5% or less in Current Year	N/A	Green	Blue 2017-2018	Blue 2019-2020	Blue
Low Greater than 0.5% to 1.5% in Current Year	N/A	Yellow 2018-2019	Green	Green	Blue
Medium Greater than 1.5% to 3.0% in Current Year	Orange	Orange	Yellow	Green	Green
High Greater than 3.0% to 6.0% in Current Year	Red	Orange	Orange	Yellow	Yellow



Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CDE Suspension Rate Data	Schoolwide suspension rate of 0.2%	≤ 0.5% schoolwide suspension rate

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Rio del Mar will recognize positive student behavior/academic achievement with awards determined by each grade level. Awards/incentives will be given on a regular basis, mailed to the students’ homes during distance learning or given to the student on-site during on-site learning. Cost for awards and incentives.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,000.00
Source(s)	LCFF
Budget Reference(s)	010-2101-0000-0-4760-1000-013-200-0000-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The Rio del Mar counselor will support teachers in the classroom by performing social circles to gauge students’ emotional status and engage students in social conversations. The counselor will make personal contact with families in need of counseling services as determined by social circle outcomes, teacher/admin referral or parents personally contacting the counselor. In addition to the above, the counselor will contact at-risk students, as determined by attendance records, on a regular basis, as determined by him and the family. Cost for personnel to perform home visits outside regular school hours as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	See Goal 1 Strategy 2 for funding information
Source(s)	-
Budget Reference(s)	-

Goal 3

Rio del Mar will maintain or improve the percent of all students meeting or exceeding standards on the CAASPP English language arts ($\geq 41.5\%$) and mathematics ($\geq 42.5\%$) assessments.

Basis for this Goal

ELA Performance Data

California School Dashboard ELA Performance Data Points Below Standard per Category				
Assessment Year	All Students	English Learners	SED ⁺	Hispanic
2017-2018	16.2	42.4	42.2	26.9
2018-2019	19.4	39.6	32.1	32.2
2019-2020*	NA	NA	NA	NA

*Socioeconomically Disadvantaged

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

EADMS CAASPP ELA Dashboard Performance Data Percentage per Category					
Assessment Year	Standards Met/Exceeded	Standard Exceed	Standard Met	Standard Nearly Met	Standard Not Met
2017-2018	45.8	20.8	25	21.5	32.7
2018-2019	41.5	17	24.5	26.2	32.3
2019-2020	NA	NA	NA	NA	NA

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

ELA Distance From Met Standards

EADMS CAASPP ELA Dashboard Distance From Met Standard Matched Case								
Testing Grade Level	2020 # Tested	2018 % M/E Standard	2019 % M/E Standard	2020 % M/E Standard	2018 DFM	2019 DFM	2020 DFM	2020 vs 2019 DFM +/-
4	0	46	39	NA	-29.2	-30.1	NA	NA
5	0	36	37	NA	-35.5	-16.1	NA	NA

Schoolwide	0	40	38	NA	-32.7	-22.4	NA	NA
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This report compares scores from the same group of students over two years. For example, last year's 4th grade scores versus scores from those same students when they took the test this year as 5th graders.

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

ELA Claim Data

EADMS CAASPP ELA Dashboard Claim 1 Data Percentage per Category
 Claim 1—Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Assessment Year	Above Standard	Near Standard	Below Standard
2017-2018	21.8	43.3	34.9
2018-2019	17	48.9	34.1
2019-2020	NA	NA	NA

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

EADMS CAASPP ELA Dashboard Claim 2 Data Percentage per Category
 Claim 2—Students can produce effective writing for a range of purposes and audiences.

Assessment Year	Above Standard	Near Standard	Below Standard
2017-2018	23.4	41.5	35.1
2018-2019	21.4	49.8	28.8
2019-2020	NA	NA	NA

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

EADMS CAASPP ELA Dashboard Claim 3 Data Percentage per Category
 Claim 3—Students can employ effective Speaking and Listening skills for a range of purposes and audiences.

Assessment Year	Above Standard	Near Standard	Below Standard
2017-2018	17.3	61.3	21.5
2018-2019	11.4	66.4	22.3
2019-2020	NA	NA	NA

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

EADMS CAASPP ELA Dashboard Claim 4 Data Percentage per Category
 Claim 4—Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

Assessment Year	Above Standard	Near Standard	Below Standard
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2017-2018	27.1	46.5	26.4
2018-2019	18.3	50.2	31.4
2019-2020	NA	NA	NA

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

English Language Arts/Literacy Assessment Five-by-Five Colored Table for Grades 3–8

Performance Level	Declined Significantly from Prior Year (by more than 15 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined by less than 3 points or increased by less than 3 points)	Increased from Prior Year (by 3 to less than 15 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +45 points or higher in Current Year	Green	Green	Blue	Blue	Blue
High +10 to +44.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -5 points to +9.9 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -5.1 to -70 points in Current Year	Orange	Orange 2018-2019 2019-2020*	Orange	Yellow 2017-2018	Yellow
Very Low -70.1 points or lower in Current Year	Red	Red	Red	Orange	Orange

*Data for 2019-2020 remains the same as 2018-2018 as the CAASPP for 2019-2020 was canceled due to COVID.

Math Performance Data

California School Dashboard **Math** Performance Data Points Below Standard per Category

Assessment Year	All Students	English Learners	SED ⁺	Hispanic
2017-2018	19.3	37.9	42.6	30.5
2018-2019	17.1	34.6	31.1	28.9
2019-2020	NA	NA	NA	NA

*Socioeconomically Disadvantaged

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

EADMS CAASPP Math Dashboard Performance Data Percentage per Category					
Assessment Year	Standards Met/Exceeded	Standard Exceed	Standard Met	Standard Nearly Met	Standard Not Met
2017-2018	40.8	19.9	20.9	31.6	27.7
2018-2019	42.5	18.5	24	27.9	29.6
2019-2020	NA	NA	NA	NA	NA

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

ELA Distance From Met Standards

EADMS CAASPP Math Dashboard Distance From Met Standard Matched Case								
2019 Test Level	2020 # Tested	2018 % M/E Standard	2019 % M/E Standard	2020 % M/E Standard	2018 DFM	2019 DFM	2020 DFM	2020 VS 2019 DFM +/-
4	0	51	44	NA	-0.7	-16.8	NA	NA
5	0	31	29	NA	-34.0	-43.2	NA	NA
Schoolwide	0	40	36	NA	-19.1	-31.3	NA	NA

This report compares scores from the same group of students over two years. For example, last year's 4th grade scores versus scores from those same students when they took the test this year as 5th graders.

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

Math Claim Data

EADMS CAASPP Math Dashboard Claim 1 Data Percentage per Category			
Claim #1 - Concepts & Procedures "Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency."			
Assessment Year	Above Standard	Near Standard	Below Standard
2017-2018	27.3	31.6	41.1
2018-2019	32.6	25.3	42.1
2019-2020	NA	NA	NA

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

EADMS CAASPP Math Dashboard Claims 2 & 4 Data Percentage per Category

Claim #2 – Problem Solving “Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.”

Claim #4 – Modeling and Data Analysis “Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.”

Assessment Year	Above Standard	Near Standard	Below Standard
2017-2018	21.3	47.5	31.2
2018-2019	19.3	47.2	33.5
2019-2020	NA	NA	NA

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

EADMS CAASPP Math Dashboard Claim 3 Data Percentage per Category

Claim #3 – Communicating Reasoning “Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.”

Assessment Year	Above Standard	Near Standard	Below Standard
2017-2018	23	45.4	31.6
2018-2019	23.2	46.8	30
2019-2020	NA	NA	NA

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

Mathematics Assessment Five-by-Five Colored Table for Grades 3–8

Performance Level	Declined Significantly from Prior Year (by more than 15 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined by less than 3 points or increased by less than 3 points)	Increased from Prior Year (by 3 to less than 15 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +35 points or higher in Current Year	Green	Green	Blue	Blue	Blue

High 0 to +34.9 points in Current Year	Green	Green	Green	Green 2017-2018	Blue
Medium -25 points to less than 0 points in Current Year	Yellow	Yellow	Yellow 2018-2019 2019-2020*	Green	Green
Low -25.1 to -95 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -95.1 points or lower in Current Year	Red	Red	Red	Orange	Orange

*Data for 2019-2020 remains the same as 2018-2018 as the CAASPP for 2019-2020 was canceled due to COVID.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
EADMS CAASPP English Language Arts Performance Data Percent Meeting/Exceeding Standards	41.5	≥ 41.5
EADMS CAASPP Math Performance Data Percent Meeting/Exceeding Standards	42.5	≥ 42.5

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Rio del Mar will assure equity to students in Kindergarten by providing additional site funded hours to balance intervention services in all classrooms.

Strategy/Activity

Rio del Mar will provide additional hours for an intervention teacher to assure equity for all Kindergarten students. This time is in addition to the required hours in the MOU between the District and RTA. Intervention specialists provide focused instruction for students in need of basic English language arts and mathematics support to bring them to grade level. Data will be used to track students progress. Students will move between

groups as they meet specific progress benchmarks. Cost for an additional hour per day over the MOU contracted hours for 135 days.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5,900.00
Source(s)	Title I
Budget Reference(s)	010-2901-3010-0-1110-2495-013-200-0000-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Rio del Mar will regularly stock supplies and materials for teachers and support staff to use for classroom instruction, instruction for support services, and to support instruction in the after school program to improve student achievement in English language arts and mathematics.

- Supplemental printed materials, such as, but not limited to, workbooks and classroom novel sets will be purchased.
- Software and/or online program subscriptions will be purchased to support learning.
- Cost for transportation to events related to classroom instruction, not covered by the PTA will be funded.
- Incentives and awards for student achievement in English language arts and mathematics will be purchased.
- Equipment, supplies, programs related to social emotional learning will be purchased.

Cost for materials, supplies, transportation, subscriptions, and incentives.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$32,817.00
Source(s)	LCFF (\$5867.00), Title I (\$26,950.00), ASES (\$1,000.00)
Budget Reference(s)	010-4300-0000-0-4760-1000-013-200-0000-0 010-4300-3010-0-1110-1000-013-200-0000-0 010-4300-6010-0-1110-1000-013-200-0000-0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Rio del Mar will fund a Technology Champion (TC) stipend position to assist teachers in maintaining student computers, conduct training, and attend meetings. Furthermore, the Technology Champion will interface with our families during distance learning and provide support with computer training and repair, and issuance of new or replacement computers. The TC will also distribute wifi hotspots in accordance with family needs and in accordance with district policy.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2000.00
Source(s)	LCFF
Budget Reference(s)	010-4300-0000-0-4760-1000-013-200-0000-0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

The Student and Family Support Specialist (SFSS) will perform duties such as translation of materials for Spanish speaking parents, parent outreach with regards to programs and attendance, and provide interpretation services for Spanish speaking parents for meetings during the regular day, among other duties.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$9,400.00
Source(s)	LCFF
Budget Reference(s)	District Payroll

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

The librarian will make the library available during school hours, assist students with books, and engage students in literacy related activities, among other duties. Exposure to literature will increase student achievement in all subject areas.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$28,088.00
Source(s)	LCFF
Budget Reference(s)	District Payroll

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Students in grades 3 - 5

Strategy/Activity

Teachers will engage in specific professional development to understand the CAASPP Math Claims and Targets, implement the Interim Assessment Blocks, analyze data from the assessments, and adjust instructional practices to address student needs. The professional development will address math SBAC Claims 1 - 4.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,000.00
Source(s)	Title I
Budget Reference(s)	010-2901-3010-0-1110-2495-013-200-0000-0

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Rio del Mar will provide various professional development activities for staff members to improve their ability to assist students with academic achievement in English language arts and mathematics. Staff may engage in County, District, site level, or outside professional development. Cost for outside service registration fees.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,000.00
Source(s)	Title I
Budget Reference(s)	010-2901-3010-0-1110-2495-013-200-0000-0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Rio del Mar will provide opportunities for parents to engage in two way communication with staff to become informed about the curricular program and opportunities to become involved in their child's education. Cost for refreshments during in-person meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$378.00
Source(s)	Title I
Budget Reference(s)	010-2901-3010-0-1110-2495-013-200-0000-0

Goal 4

Rio del Mar will maintain 55.2% of students or increase the percent of students achieving one or more language level increase as measured by the ELPAC.

Basis for this Goal

California School Dashboard English Language Progress Indicator					
Assessment Year	Performance Level	Decreased 1+ Performance Level	Maintained Levels 1, 2L, 2H, 3L, 3H	Maintained Level 4	Increased 1+ Performance Level
2018-2019	High	12	26.4	6.4	55.2
2019-2020	NA	NA	NA	NA	NA

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard English Language Progress Indicator	55.2	≥ 55.2

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

English Language learners

Rio del Mar will support an English Language Coordinator stipend position to assist teachers with state and local testing, paperwork related to English language learners, progress monitoring Reclassified Fluent English Proficient students, and will conduct training, and attend required meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000.00
Source(s)	LCFF

Budget Reference(s) 010-4300-0000-0-4760-1000-013-200-0000-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

English Language learners

Strategy/Activity

Teachers will provide designated Designated English Language Development instruction for a minimum of 30 minutes per day to address specific content vocabulary across the curriculum. No additional expense as this occurs during the regular school day.

Proposed Expenditures for this Strategy/Activity

Amount(s) NA

Source(s) NA

Budget Reference(s) NA

Strategy/Activity 3

Students to be Served by this Strategy/Activity

English Language learners

Strategy/Activity

Teachers will incorporate English Language Development strategies into the regular classroom lesson design to meet the language demands of English language learning students. No additional expense as this occurs during the regular school day.

Proposed Expenditures for this Strategy/Activity

Amount(s) NA

Source(s) NA

Budget Reference(s) NA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

English Language learners

Strategy/Activity

Rio del Mar will provide opportunities for parents of English language learners to engage in two way communication with staff to be informed about the curricular program, the English Language Development

(ELD) process, and opportunities to become involved in their child's education. Cost for refreshments during in-person meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	See Goal 3 Strategy 8 for funding information
Source(s)	-
Budget Reference(s)	-

Strategy/Activity 5

Students to be Served by this Strategy/Activity

English Language learners

Strategy/Activity

Rio del Mar will conduct after school classes for long-term English learners. Classes will focus on developing students' reading, writing, and academic language skills - the oral, written, auditory, and visual language proficiency and understanding required to learn effectively in academic programs. Cost for teacher extra duty hours. Program efficacy will be determined by attendance records and pre and post student assessments.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000.00
Source(s)	Title I
Budget Reference(s)	010-2901-3010-0-1110-2495-013-200-0000-0

Annual Review and Update

SPSA Year Reviewed: 2019–20

Goal 1

Rio del Mar will decrease chronic absenteeism for the All Students category from 9.1% to 7%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard Chronic Absentee Data	9.1%	7%

ANALYSIS

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administration Staff will review attendance data and conduct an examination of students who have perfect attendance each month. Students who have 100% attendance will participate in special monthly activities. Funds will be used to purchase supplies for the special recess.	Students were recognized for perfect attendance each month with an awards certificate and special activity beginning October 2019 through February 2020.	\$1,000.00	\$870.00

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

The counselor met with the principal to create the framework for the program. The Counselor then met with student leadership and developed the calendar of events based around major holidays, such as Halloween, Thanksgiving, Christmas, and Valentine’s Day.

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

We did not see any significant increase in attendance numbers as a result of this program as the amount of students receiving the award each month stayed around 155 students.

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

We did not complete the year due to COVID 19 so the actual amount spent for the year cannot be determined.

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.

This goal will be removed from the SPSA.

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administration staff will examine attendance data and notify parents of attendance issues through	Each month data was reviewed. Truancy letters were sent to families with excessive absences. Phone calls were made to	\$500.00	\$0.00

tardy letters, truancy letters, and chronic absence letters. The principal/counselor will meet with parents of students with excessive attendance issues. Cost for additional staffing as needed.	parents whose child's attendance did not improve after receiving SART letters. Meetings were scheduled with parents receiving truancy letter 3. Home visits were made to homes with unresponsive parents.		
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Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Each month data was reviewed. Truancy letters were sent to families with excessive absences. Phone calls were made to parents whose child's attendance did not improve after receiving SART letters. Meetings were scheduled with parents receiving truancy letter 3. Home visits were made to homes with unresponsive parents.

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

This strategy has always been successful for us. Most parents respond positively when they understand the importance of attendance.

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

There was no need to perform after hour home visits.

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.

No changes will be made.

Goal 2

Rio del Mar will maintain or decrease the overall suspension rate to 0.5% or less.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CDE Suspension Rate Data	Schoolwide suspension rate of 0.6%	0.5% schoolwide suspension rate

ANALYSIS

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide positive experiences and rewards for students to recognize	These strategies were very effective. Keeping students positively engaged helped to reduce	\$1,000.00	\$870.00

positive behavior. We offer music programs, student leadership and monthly awards, and activities for students who receive perfect attendance.	the suspension rate from the previous school year.		
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Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Music was offered to students in grades 2-5, student leadership for grades 4 & 5, monthly awards available to all students in all grades, and activities for all students receiving awards.

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

Negative student behavior decreased overall as evidenced by decreased office visits and suspendable offenses.

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

We did not complete the year due to COVID 19 so the actual amount spent for the year cannot be determined.

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.

Activities will be reduced or eliminated due to COVID 19.

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide additional funding for our counselor to meet with students in the afterschool program who are having social difficulties. Strategies used include but are not limited to social circles, restorative practices and individual counseling.	Our counselor met with students in the after school program 2 - 3 days per week.	\$1,000.00	\$1,000.00

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

Our counselor held regularly scheduled meetings with students struggling with social skills and peer relationships during the regular day.

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

This goal reduced the overall incidences between the identified students during the regular day and after school program.

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

All hours scheduled were used.

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.

This goal will be removed temporarily removed due to COVID 19.

Goal 3

Increase the percent of all students meeting or exceeding standards on the CAASPP English language arts and mathematics by 3%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
EADMS CAASPP English Language Arts Performance Data Percent Meeting/Exceeding Standards	41.5	45
EADMS CAASPP Math Performance Data Percent Meeting/Exceeding Standards	42.5	46

ANALYSIS

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Intervention specialists will provide focused instruction for students working significantly below grade level, as determined by their scores on the BPST. The intervention specialist and the grade level teachers will develop flexible groups to meet the needs of the students through targeted instruction. Data will be used to track students progress. Students will move	Intervention teachers met with students identified by students working significantly below grade level 3 days per week for 30 minutes per session.	\$33,621.00	\$14,261.00

between groups as they meet specific progress benchmarks			
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Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Teachers identified students working significantly below grade level in English language arts. Students were grouped by ability and scheduled 3 days per week for 30 minutes per session with an intervention teacher. Progress was regularly monitored.

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

The data showed continual progress in all student albeit at different rates. Students were moved from group to group once a skill was mastered.

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

The number of hours paid was reflective of the actual need for intervention teachers.

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.

This goal will be removed due to COVID 19.

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Rio del Mar will regularly stock supplies and materials for teachers and support staff to use for classroom instruction, instruction for support services, and to support instruction in the after school program. Supplemental materials, such as, but not limited to, workbooks will be purchased. Software and/or online program subscriptions will be purchased to support learning. Cost for transportation to events related to classroom instruction will be provided as needed as not covered by the PTA. Incentives for student achievement	Materials identified by staff were purchased to support the educational program.	\$45,000.00	\$35,285.00

related to school wide initiatives will be purchased. Equipment, supplies, programs related to social emotional learning. Cost for materials, supplies, transportation, subscriptions, incentives, and items related to social emotional learning			
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Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Purchases were determined by traditional grade level needs and purchases of materials for special projects. An inventory of regular identified supplies was kept stocked for all staff throughout the year to meet their everyday needs.

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

Students were able to engage in all regular instruction, after school instruction, at home practice, and engage in extracurricular activities as required by their instructors which included all academic areas and social emotional learning.

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

Supply and material cost vary from year to year due to the amount which may be covered by the PTA.

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.

No changes to this goal.

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Rio del Mar will support a Technology Champion stipend to assist teachers in maintaining student computers, conduct training, and attend meetings.	The principal acted as the technology champion as there was no teacher interested in filling the position.	\$0.00	\$0.00

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

The principal acted as the technology champion as there was no teacher interested in filling the position.

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

The principal supported teachers with hardware support and training as requested.

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

There was no expense as a teacher did not fill this position.

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.

This will stay in place without changes.

Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Rio del Mar will provide substitutes for teachers to attend data meetings with the principal to discuss learning trends and individual student achievement. Teachers will set goals and determine strategies to assist students identified as learning below grade level. Cost for substitutes.	1/2 day data meetings were held with each grade level only once as the school was shut down due to COVID 19.	\$1,250.00	\$1,250.00

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

Each grade level was released for ½ day to meet with the principal to discuss progress monitoring for each student with regards to English language arts and mathematics.

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

Specific metrics for each grade level were examined and strategies and goals developed for groups of students. Student progress was scheduled for March 2020.

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

There were no differences in expenditures. The cost indicated does not cover the total cost for substitutes. The balance is funded out of the school's general fund not included in this plan.

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.

This goal will be removed due to COVID 19 as these meetings can occur during the day without substitutes.

Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Rio del Mar will provide substitutes for teachers to attend intervention progress team meetings with the principal and parent(s) to discuss the students strengths and weaknesses and determine strategies to assist students identified as learning significantly below grade level. Cost for substitutes.	The principal, teacher, counselor and parents met to discuss the progress of the parents' child as they were significantly behind grade level in one or more academic areas, and/or exhibited chronic negative behavior that was unresponsive to correction by the teacher.	\$1,250.00	\$1,250.00

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

Meetings were scheduled to serve the approximately 60 students identified by teachers.

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

We were able to close numerous meetings as students met goals based on the specific interventions outlined in the meetings. Other students who did not respond were identified for Special Education assessment.

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

There were no differences in expenditures. The cost indicated does not cover the total cost for substitutes. The balance is funded out of the school's general fund not included in this plan.

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.

This goal will be removed due to COVID 19 as these meetings can occur during the day without substitutes.

Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Rio del Mar will maintain a school garden for students to engage in activities related to English language arts and mathematics to enhance classroom learning. Cost for garden supplies.	Plant material was purchased. Teachers signed up for a garden plot to support learning.	\$500.00	\$500.00

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

Teachers used the garden as a learning space for reading and scientific observations which lead to mathematics and English language arts assignments.

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

Plant material was purchased to support student engagement in classroom projects related to projects such as the life cycle of butterflies, mathematics measuring plant growth, and journal writing based on scientific observations.

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

There was no discrepancy.

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.

This goal will be removed as the account is included in the general fund.

Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The Student and Family Support Specialist (SFSS) will perform duties such as translation of materials for Spanish speaking parents, parent outreach with regards to programs and attendance, and provide interpretation services for Spanish speaking parents during meetings, among other duties.	The SFSS interfaced with families on a regular basis, produced our monthly calendar, was the point person to contact families for special events, to name a few responsibilities.	\$6,535.00	\$6,535.00

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

The SFSS interfaced with families on a regular basis, produced our monthly calendar, was the point person to contact families for special events, to name a few responsibilities.

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

The SFSS developed relationships with families due to frequent contact as families were notified for various events. This individual als interpreted for all family events.

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

No material differences as this is only a portion of the SFSS salary.

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.

Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The librarian will make the library available during school hours, assist students with books, and engage students in literacy related activities, among other duties. Exposure to literature will increase student achievement in all subject areas.	The librarian created, in conjunction with teachers, a library schedule for their students to visit the library one time per week as a class. Additionally, the library had open hours for any non break non class scheduled time.	\$3,000.00	\$2,952.00

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

The librarian created, in conjunction with teachers, a library schedule for their students to visit the library one time per week as a class. Additionally, the library had open hours for any non break non class scheduled time. The librarian created themed weeks and special events to engage students in reading. She also read to lower grade students during their regularly scheduled time. The library was also available to the after school program.

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

The Library remained open and available to all students. Students engaged in fun activities supported by reading.

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

No material difference as the amount designated is a portion of the overall salary.

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 events will be scaled back and the schedule will be eliminated due to COVID 19.

Strategy/Activity 9

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Volunteer teachers will engage in professional development in an in-class coaching model to understand/implement Close Reading strategies with students to increase	This strategy was never implemented due to COVID 19 school closure as it was scheduled to start in late March.	\$3,000.00	\$0.00

<p>student comprehension of increasingly complex texts to address CAASPP ELA Claim 1. Close Reading strategies also include the written expression of ideas to show understanding which addresses CAASPP ELA Claim 2. Close Reading also requires students to thoroughly investigate the topic through multiple targeted readings addressing ELA Claim 4 and collaborate over their ideas and findings addressing ELA Claim 3. Cost for additional materials and/or professional development release time.</p>			
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Describe the overall implementation of the strategies/activities to achieve the articulated goal.

This strategy was not implemented as it was scheduled to start at the end of March. School was closed on March 13, 2020 due to COVID 19.

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

NA

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

NA

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.

This goal will be removed due to COVID 19.

Strategy/Activity 10

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will engage in professional development to understand the CAASPP Math Claims and Targets, implement the Interim Assessment</p>	<p>The teachers attended 3 professional development sessions learning about CAASPP Claims, Targets, and standards and the relationship between</p>		

Blocks, analyze data from the assessments, and adjust instructional practices to address student needs. The professional development will address math SBAC Claims 1 - 4.	them. Teachers scheduled and implemented the first Interim Assessment Blocks in preparation for the CAASPP.		
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Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The teachers attended 3 professional development sessions learning about CAASPP Claims, Targets, and standards and the relationship between them. Teachers scheduled and implemented the first Interim Assessment Blocks in preparation for the CAASPP.

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

The goal was to implement the Interim Assessment Blocks in preparation for the CAASPP. The goal was met.

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

No cost for this strategy as it was covered by the District.

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

We will continue with the next steps of this professional development.

Strategy/Activity 11

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
After school program instructors will implement Illustrative Mathematics performance tasks one day per week in the afterschool program. The performance tasks cover various content standards and support increased student achievement in all math claims.	The after school program staff used the research based program for students in the after school program to develop critical thinking skills in mathematics. Each Wednesday, all grades engaged in a session to solve problems both individually and collaboratively.	\$0.00	\$0.00

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

The after school program staff used the research based program for students in the after school program to develop critical thinking skills in mathematics. Each Wednesday, all grades engaged in a session to solve problems both individually and collaboratively.

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

This goal is undetermined as the CAASPP was canceled and therefore we could not look at this program and its effectiveness

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

NA

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.

This goal will be removed due to COVID 19.

Goal 4

Rio del Mar will increase the percent of students increasing one or more language levels from 55.2% to 57%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard English Language Progress Indicator	55.2	57

ANALYSIS

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Rio del Mar will support an English Language Coordinator (ELC) Champion stipend to assist teachers with state and local testing, paperwork, progress monitor RFEP students, conduct training, and attend meetings.	The ELC attended all district meetings, trained staff to administer the ELPAC (despite its cancellation), and ensured that all regulatory reports were completed.	\$3,000.00	\$2,952.00

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

The ELC attended all district meetings, trained staff to administer the ELPAC (despite its cancellation), and ensured that all regulatory reports were completed.

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

All requirements were met.

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

Payment is based on the actual EL student population.

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.

No changes.

Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will provide designated ELD instruction for a minimum of 30 minutes per day to address specific content vocabulary across the curriculum	The grade level schedule reflects this segment of time. Informal observations validated the process.	\$0.00	\$0.00

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

The grade level schedule reflects this segment of time. Informal observations validated the process.

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

This could not be measured as the ELPAC was cancelled due to COVID 19.

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.

No changes

Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will incorporate ELD strategies into regular classroom lesson design to meet the language demands of EL students	Teachers received VCOE contracted district level training for ELD instruction in the classroom.	\$0	\$0

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

Informal observations validated the integration of ELD strategies into the regular classroom instruction..

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

This could not be measured as the ELPAC was cancelled due to COVID 19.

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.

No changes

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

\$88,583.00

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

\$88,583.00

Consolidation of Funds

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

Federal Programs	Allocation (\$)
Title I	\$38,228.00

Subtotal of consolidated federal funds for this school: \$38,228.00

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

State or Local Programs	Allocation (\$)
LCFF	\$49,355.00

ASES	\$1,000.00
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Subtotal of consolidated state or local funds for this school: \$59,355.00

Total of consolidated (federal, state, and/or local) funds for this school: \$88,583.00