

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio del Mar	56725610112631	May 2, 2022	May 18, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Single Plan for Student Achievement, or SPSA, is a document meant to consolidate all school-level efforts into one plan for programs funded through the Consolidated Application, or 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 our school while minimizing duplication of effort with the ultimate goal of increasing student achievement for all students.

By law, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget for expenditures within the plan, and make modifications in the plan to reflect changing needs and priorities throughout the year, 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 maximize the impact of federal investments in support of underserved students.

The implementation of ESSA in California is 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.

This is a proposed plan for the 2022-2023 school year based on current information to be adjusted in the fall of 2022 once budget information and state data are available. Once changes are made to the data, the site will seek parent and community input, staff input, and school site council input to create the revised plan to be approved by the school site council.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Rio del Mar conducts a parent and student needs assessment annually to gather input on the instructional program to capitalize on areas of strength and address areas of need. The results of the surveys can be seen below.

The parent survey is measured on a 5 point Likert scale with the descriptors "Strongly disagree", "Disagree", "Neutral", "Agree", and "Strongly agree", assigned a value from 1 - 5, respectively. Below is the average score for each question on the survey.

1. "I feel that my child is progressing satisfactorily in English language arts" recorded an average score of 4.0
2. "I feel that my child is progressing satisfactorily in mathematics" recorded an average score of 3.8
3. "My child is treated in a respectful manner" recorded an average score of 4.3
4. "The classroom environment is safe and inviting" recorded an average score of 4.3
5. "The classroom environment provides opportunities for learning" recorded an average score of 4.0
6. "I feel supported by school personnel in educating my child" recorded an average score of 4.1

A student survey was conducted in October (separate from Youth Truth) focused on questions regarding student engagement. The survey will be given again in March to analyze growth. The students were given 10 questions with the four answer choices, "Always", "Often", "Sometimes", and "Seldom". The survey was administered by the principal to ensure fidelity with each answer term defined and each question discussed with students as to its meaning. Once students had a full understanding of the survey's question and answer choices, the survey was administered. The responses to the questions are shown below in percent response for each category.

1. I understand what I am supposed to be learning in class: Always - 43.7%, Often - 40.8%, Sometimes - 11.2%, Seldom - 4.5%
2. My teacher asks me to explain my answers: Always - 35%, Often - 33%, Sometimes - 24.8%, Seldom - 7.3%
3. My teacher pushes me to think about the things I read: Always - 35.9%, Often - 28.6%, Sometimes - 28.2%, Seldom - 7.3%
4. My teacher expects me to do my best: Always - 78.2%, Often - 10.7%, Sometimes - 7.3%, Seldom - 3.8%
5. My teacher respects me: Always - 84%, Often - 8.3%, Sometimes - 5.8%, Seldom - 1.9%
6. My teacher expects students in the class to respect each other: Always - 84%, Often - 10.2%, Sometimes - 3.4%, Seldom - 2.4%
7. My teacher makes me feel that he/she really cares about me: Always - 72.8%, Often - 15.5%, Sometimes - 7.8%, Seldom - 3.9%
8. In class I feel safe to make mistakes because I am encouraged to grow from them: Always - 42.7%, Often - 30.1%, Sometimes - 20.9%, Seldom - 6.3%
9. My teacher encourages me to do my best: Always - 77.2%, Often - 16.5%, Sometimes - 4.4%, Seldom - 1.9%
10. My teacher explains lessons in a way that I understand: Always - 45.6%, Often - 36.9%, Sometimes - 13.1%, Seldom - 4.4%

Teacher input is gathered through the school site leadership meetings starting in August and continuing throughout the school year. Leadership dates for the current school year have occurred or will occur on the following dates:

August 16 - 18, 2021

September 13, 2021

October 11, 2021

November 9, 2021

February 8, 2022

March 8, 2022

March 22, 2022

April 26, 2022

May 24, 2022

June 14, 2022

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal and formal classroom observations occur throughout the school year. Formal observations are conducted in classrooms in the Fall and Spring for permanent teachers and in the Fall, Winter, and Spring for temporary and probationary teachers. Informal observations are conducted through classroom visits across all classrooms with the goal of visiting all classrooms on a weekly basis.

Teaching is focused on incorporating the 5C's: Caring, Collaboration, Creativity, Communication, and Critical Thinking, and providing support for English language learners, as well as, at-risk students including Socioeconomically Disadvantaged, Foster, and Homeless.

The summary of visits shows that students receive ample opportunities to engage in 5C's practices. Students engage with the teacher through differentiated instruction within the regular classroom lesson and have opportunities for small group instruction, based on student need, with the class working in a workstation environment or during Target Time with learning software support. English learners are supported through explicit vocabulary instruction and the use of SDAIE strategies during the regular lesson and with language structures during designated ELD.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The school uses CAASPP's English language arts and mathematics score as a holistic measurement of the state of our educational program. These indicators inform us where we need to muster our resources to serve all groups of students to improve their academic performance. The ELPAC is used to assess the health of our English learner program.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school uses multiple measures to analyze student growth. All students are assessed at the beginning of the school year (BOY), and the end of trimester 1 (T1), trimester 2 (T2), and trimester 3 (T3). A list of assessments can be found below, listed in no particular order. Assessments vary by grade level with several assessments running across all grades (indicated with an asterisk).

1. Addition Fluency
2. Addition Word Problems
3. Basic Phonics Skills Test (BPST)*
4. Count by 10
5. Counting Objects
6. Counts How Many
7. Counts to 100
8. Fractions/Decimals/Percentage relationships
9. High-Frequency Words*
10. Imagine Learning Lexile Reading Level
11. Imagine Learning Literacy Benchmark*
12. Imagine Learning Oral Vocabulary Benchmark*
13. Imagine Learning Quantile Math Benchmark*
14. Leveled Reading Passage Fluency
15. Leveled Reading Passage Accuracy*
16. Leveled Reading Passage Reading Comprehension*
17. Leveled Reading Passage Reading Level*
18. Letter-Sound Correspondence
19. Lowercase Letter Identification
20. Writing Numbers to 120
21. Shape Identification
22. Star Reading Grade Level Equivalent
23. Star Reading Lexile Reading Level
24. Subtraction Fluency
25. Subtraction Word Problems
26. Uppercase Letter Identification

Data is used at data meetings following each trimester to determine the needs of students in the following trimester and to develop plans to meet the needs of the students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Rio del Mar has 0% Ineffective/Misassigned Teachers, Inexperienced Teachers, and Out-of-Field Teachers as defined by the state.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teaching staff has access to instructional materials and is trained in the use of state adopted materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers have opportunities for content standards-based professional development, assessing student performance, and professional needs through various means. The district scheduled PLT 1 days provides professional development in content standards and professional needs. District TOSAs provide opportunities for teachers to receive the same as District PLT 1 days but in a more intimate setting. Staff meetings focus on local assessments and training related to specific site initiatives and opportunities to meet with TOSAs. Grade level data meetings provide opportunities to meet with the principal and discuss specifics surrounding particular student performance.

District PLT 1 Schedule:

September 15, 2021
October 20, 2021
February 9, 2022
March 16, 2022
May 4, 2022

Site Staff Meetings:

August 30, 2021
September 20, 2021
October 4, 2021
November 8, 2021
December 6, 2021
January 10, 2021
January 31, 2022
February 28, 2022
March 21, 2022
April 25, 2022
May 9, 2022
June 6, 2022

Grade Level Data Meetings:

September 27 - 30, 2021
November 30 - December 2, 2021
March 22 - 24, 2022

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district has math, science, and ELA/ELD Teachers on Special Assignment (TOSAs) to support teachers in the respective content areas. Teachers are able to schedule appointments with the TOSAs for professional development as an individual or grade level during PLT 2, after school on teacher minimum days, or after school during regular days. Additionally, TOSAs provide professional development during PLT 1 district-wide. Instructional assistance is also provided through the District ELD, math, and ELA walkthroughs. Feedback from various administrators informs the principal and staff of areas of strength and weakness and allows the District and school to incorporate the feedback into future professional development.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have built-in collaboration time during scheduled PLT 2 days and to collaborate during staff meetings as time allows. Teachers also receive hourly pay for meeting to collaborate regarding Target Time to discuss student performance data, develop strategies based on the data, and realign student groups. Teachers are encouraged to meet every six weeks at minimum.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The school has sufficient standards-aligned textbooks and instructional materials for each student. Rio del Mar has 0% Ineffective/Misassigned Teachers, Inexperienced Teachers, and Out-of-Field teachers as defined by the state. Teachers receive standards-based professional development and participate in administering standards-aligned benchmark assessments in language arts, writing, and mathematics to gauge student learning. Students in grades 3 - 5 participate in the CAASPP Interim Assessment Blocks (IABs) and year-end summative assessment that provides feedback on the alignment of our instructional program.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Each grade level is required to develop a daily grade level schedule outlining instructional minutes for reading/language arts, mathematics, and physical education. Additionally, visual classroom schedules, lesson plans, and informal/formal classroom observations provide evidence of instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level schedules are aligned to provide opportunities for additional support from outside the classroom. Our Kindergarten push-in teacher supports the instructional program in Kindergarten, as well as, first grade Target Time and English language development. The Literacy Support Team instructor provides push-in support in grades 2 - 5.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school has state adopted textbooks appropriate to all student groups available for each student in all content areas.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

State adopted materials are the primary source for teaching materials. Other researched based materials and software is used to supplement instruction.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The school is using a two-fold instructional approach. During regular formal instruction, students are taught grade-level standards. During two portions of the day (Target Time), one for ELA and one for mathematics, students receive targeted instruction based on individual needs. Targeted instruction is provided by the teacher to various small groups of students throughout the week with students who are not receiving direct small group instruction, using the Imagine Learning software program. Imagine Learning is a self-paced computer-adaptive language arts and mathematics program that provides student-level instruction.

Evidence-based educational practices to raise student achievement

Evidenced-based practices (at or above the hinge point of 0.4 effect size) listed on John Hattie's list of effective strategies are found in the classrooms. Strategies observed include but are not limited to Response to Intervention (1.29), Jigsaw Method (1.20), Strategy to Integrate New Information with Prior Knowledge (0.93), Micro Teaching/Video Review of Lesson (0.88), Classroom Discussion (0.82), Scaffolding (0.82), Summarization (0.79), Phonics Instruction (0.70), and Behavioral Intervention Programs (0.62).

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents provide input through surveys and participation in Coffee With The Principal meetings, School Site Council Meetings, and the English Language Advisory Committee. School resources include counselor meetings with students and families, behavior support through Caring School Communities curriculum, Target Time for student achievement, Intervention Progress Team meetings, and the after school program.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Educational partners on the School Site Council and English Language Advisory Committee take part in the planning and review of the Single Plan for Student Achievement that includes funding from the ConApp.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

A variety of purchases support the plan, to include but are not limited to, additional personnel for small group and scaffolded instruction, purchases of materials to support reading, mathematics, and special projects, software subscriptions to support language arts and mathematics growth, additional hours for teachers after school to discuss data and plan learning strategies based on data to improve student achievement, and for substitutes for meetings and professional development during the regular day.

Fiscal support (EPC)

Fiscal categories to support this plan include Title I, Local Control Funding Formula (LCFF), and the After School Education and Safety program (ASES).

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The goals and resources were discussed with teaching staff during the first trimester of the school year to determine the need for additional staffing and resources to support student achievement. The plan is reviewed by the School Site Council prior to approval and is made available to the public for review/comment at our office and on our website for the remainder of the school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	72	86	71
Grade 1	59	49	68
Grade 2	66	51	53
Grade3	62	73	58
Grade 4	78	58	71
Grade 5	66	81	62
Total Enrollment	403	398	383

Conclusions based on this data:

1. Subgroup enrollment is stable over the last three years
2. There has been a loss of total enrollment over the past three years.
3. Low Kindergarten enrollment in 18-19 and 19-20 has contributed to the decrease in total enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	156	120	127	38.7%	30.20%	33.2%
Fluent English Proficient (FEP)	15	20	19	3.7%	5.00%	5.0%
Reclassified Fluent English Proficient (RFEP)	3	6		1.9%	1.50%	

Conclusions based on this data:

1. There is a drop in RFEP students in 19-20 due to Distance Learning from the COVID pandemic.
2. The overall enrollment in English Language Learners has dropped over the course of three years.
3. Reclassification is 5% for EL students in years where learning is in person.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	82	73	55	81	70	55	81	70	54	98.8	95.9	100.0
Grade 4	67	62	72	67	58	72	67	58	72	100	93.5	100.0
Grade 5	87	84	62	81	78	62	81	78	62	93.1	92.9	100.0
All Grades	236	219	189	229	206	189	229	206	188	97	94.1	100.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2410.	2393.	2396.	17.28	11.43	16.67	25.93	21.43	24.07	20.99	34.29	18.52	35.80	32.86	40.74
Grade 4	2447.	2424.	2429.	22.39	13.79	18.06	20.90	20.69	19.44	20.90	18.97	18.06	35.82	46.55	44.44
Grade 5	2486.	2457.	2499.	12.35	5.13	24.19	25.93	26.92	27.42	35.80	21.79	17.74	25.93	46.15	30.65
All Grades	N/A	N/A	N/A	17.03	9.71	19.68	24.45	23.30	23.40	26.20	25.24	18.09	32.31	41.75	38.83

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.81	8.57	9.26	54.32	68.57	59.26	30.86	22.86	31.48
Grade 4	19.40	17.24	8.33	40.30	46.55	66.67	40.30	36.21	25.00
Grade 5	17.28	5.13	19.35	50.62	66.67	62.90	32.10	28.21	17.74
All Grades	17.03	9.71	12.23	48.91	61.65	63.30	34.06	28.64	24.47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.52	5.71	16.67	51.85	58.57	50.00	29.63	35.71	33.33
Grade 4	20.90	6.90	8.33	44.78	56.90	59.72	34.33	36.21	31.94
Grade 5	24.69	11.54	20.97	51.85	51.28	53.23	23.46	37.18	25.81
All Grades	21.40	8.25	14.89	49.78	55.34	54.79	28.82	36.41	30.32

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.58	5.71	3.70	66.67	77.14	81.48	19.75	17.14	14.81
Grade 4	11.94	6.90	8.33	64.18	68.97	69.44	23.88	24.14	22.22
Grade 5	8.64	5.13	11.29	67.90	74.36	74.19	23.46	20.51	14.52
All Grades	11.35	5.83	7.98	66.38	73.79	74.47	22.27	20.39	17.55

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.05	10.00	12.96	51.85	71.43	57.41	32.10	18.57	29.63
Grade 4	19.40	10.34	13.89	49.25	62.07	58.33	31.34	27.59	27.78
Grade 5	19.75	5.13	17.74	49.38	61.54	61.29	30.86	33.33	20.97
All Grades	18.34	8.25	14.89	50.22	65.05	59.04	31.44	26.70	26.06

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The mean scale score for all grade levels remained relatively flat for the listed years.
2. As with the mean scale score, the percent of students meeting and exceeding standard is relatively flat over the years.
3. Writing is an area of strength with reading being an area of challenge.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	82	73	55	81	70	55	81	70	55	98.8	95.9	100.0
Grade 4	67	62	72	67	59	72	67	59	72	100	95.2	100.0
Grade 5	87	84	62	85	78	62	85	78	62	97.7	92.9	100.0
All Grades	236	219	189	233	207	189	233	207	189	98.7	94.5	100.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2435.	2404.	2421.	28.40	7.14	21.82	25.93	25.71	20.00	17.28	30.00	29.09	28.40	37.14	29.09
Grade 4	2470.	2404.	2434.	14.93	1.69	9.72	32.84	13.56	13.89	22.39	33.90	41.67	29.85	50.85	34.72
Grade 5	2482.	2419.	2466.	11.76	2.56	8.06	15.29	5.13	20.97	42.35	24.36	27.42	30.59	67.95	43.55
All Grades	N/A	N/A	N/A	18.45	3.86	12.70	24.03	14.49	17.99	27.90	28.99	33.33	29.61	52.66	35.98

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	44.44	12.86	18.18	20.99	52.86	58.18	34.57	34.29	23.64
Grade 4	35.82	5.08	8.33	22.39	38.98	40.28	41.79	55.93	51.39
Grade 5	18.82	1.28	11.29	31.76	38.46	38.71	49.41	60.26	50.00
All Grades	32.62	6.28	12.17	25.32	43.48	44.97	42.06	50.24	42.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.40	12.86	21.82	45.68	57.14	45.45	25.93	30.00	32.73
Grade 4	14.93	5.08	11.11	56.72	44.07	51.39	28.36	50.85	37.50
Grade 5	14.12	2.56	11.29	41.18	43.59	56.45	44.71	53.85	32.26
All Grades	19.31	6.76	14.29	47.21	48.31	51.32	33.48	44.93	34.39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	32.10	8.57	14.55	43.21	64.29	65.45	24.69	27.14	20.00
Grade 4	23.88	6.78	8.33	49.25	50.85	58.33	26.87	42.37	33.33
Grade 5	14.12	1.28	8.06	48.24	53.85	58.06	37.65	44.87	33.87
All Grades	23.18	5.31	10.05	46.78	56.52	60.32	30.04	38.16	29.63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The mean scale score in all grade levels is relatively flat over three years with a slight decrease.
2. There was a significant decrease (approximately 25%) for students meeting and exceeding standards from 18-19 to 20-21 demonstrating that Distance Learning had a significant impact on student learning.
3. Students in fifth grade for the 20-21 CAASPP administration scored lower than grades 3 or 4 with regards to students meeting and exceeding standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1423.3	1428.8	1414.3	1434.0	1446.0	1421.9	1398.0	1388.3	1396.0	23	23	14
1	1471.5	1445.1	1452.1	1468.4	1459.1	1466.3	1474.0	1430.7	1437.3	24	24	18
2	1510.0	1479.2	1472.9	1500.8	1496.2	1475.2	1518.4	1461.8	1470.2	20	18	21
3	1523.4	1506.8	1512.2	1520.5	1508.5	1512.1	1525.8	1504.5	1511.8	32	27	18
4	1520.9	1546.1	1519.2	1516.5	1550.3	1517.1	1524.9	1541.5	1520.8	27	21	29
5	1541.8	1534.1	1540.4	1536.5	1545.6	1533.0	1546.6	1522.2	1547.3	27	25	16
All Grades										153	138	116

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.35	13.04	7.14	39.13	43.48	28.57	56.52	30.43	50.00	0.00	13.04	14.29	23	23	14
1	8.33	0.00	5.56	58.33	45.83	38.89	29.17	41.67	44.44	4.17	12.50	11.11	24	24	18
2	30.00	11.11	9.52	45.00	61.11	42.86	25.00	22.22	38.10	0.00	5.56	9.52	20	18	21
3	31.25	14.81	27.78	46.88	62.96	33.33	21.88	18.52	33.33	0.00	3.70	5.56	32	27	18
4	29.63	42.86	24.14	44.44	28.57	48.28	14.81	28.57	24.14	11.11	0.00	3.45	27	21	29
5	40.74	24.00	25.00	25.93	48.00	37.50	25.93	28.00	37.50	7.41	0.00	0.00	27	25	16
All Grades	24.84	17.39	17.24	43.14	48.55	39.66	28.10	28.26	36.21	3.92	5.80	6.90	153	138	116

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	17.39	21.74	7.14	30.43	34.78	35.71	52.17	30.43	42.86	0.00	13.04	14.29	23	23	14
1	25.00	25.00	22.22	41.67	33.33	38.89	29.17	33.33	38.89	4.17	8.33	0.00	24	24	18
2	40.00	27.78	23.81	40.00	61.11	47.62	15.00	11.11	19.05	5.00	0.00	9.52	20	18	21
3	46.88	48.15	38.89	50.00	48.15	44.44	3.13	0.00	11.11	0.00	3.70	5.56	32	27	18
4	44.44	57.14	41.38	40.74	33.33	41.38	11.11	4.76	17.24	3.70	4.76	0.00	27	21	29
5	48.15	64.00	31.25	40.74	36.00	56.25	0.00	0.00	12.50	11.11	0.00	0.00	27	25	16
All Grades	37.91	41.30	29.31	41.18	40.58	43.97	16.99	13.04	22.41	3.92	5.07	4.31	153	138	116

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.70	13.04	7.14	26.09	17.39	0.00	56.52	30.43	78.57	8.70	39.13	14.29	23	23	14
1	4.17	0.00	0.00	62.50	33.33	38.89	25.00	37.50	38.89	8.33	29.17	22.22	24	24	18
2	20.00	5.56	4.76	50.00	44.44	42.86	30.00	33.33	19.05	0.00	16.67	33.33	20	18	21
3	25.00	7.41	27.78	21.88	44.44	27.78	50.00	29.63	22.22	3.13	18.52	22.22	32	27	18
4	11.11	42.86	6.90	48.15	14.29	34.48	22.22	38.10	37.93	18.52	4.76	20.69	27	21	29
5	18.52	8.00	18.75	14.81	16.00	31.25	51.85	44.00	31.25	14.81	32.00	18.75	27	25	16
All Grades	15.03	12.32	10.34	35.95	28.26	31.03	39.87	35.51	36.21	9.15	23.91	22.41	153	138	116

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.04	17.39	14.29	82.61	73.91	57.14	4.35	8.70	28.57	23	23	14
1	41.67	25.00	38.89	50.00	70.83	55.56	8.33	4.17	5.56	24	24	18
2	40.00	22.22	23.81	55.00	77.78	66.67	5.00	0.00	9.52	20	18	21
3	21.88	18.52	50.00	75.00	81.48	38.89	3.13	0.00	11.11	32	27	18
4	40.74	52.38	51.72	44.44	47.62	44.83	14.81	0.00	3.45	27	21	29
5	18.52	32.00	25.00	74.07	68.00	75.00	7.41	0.00	0.00	27	25	16
All Grades	28.76	27.54	36.21	64.05	70.29	55.17	7.19	2.17	8.62	153	138	116

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.04	30.43	7.14	78.26	56.52	78.57	8.70	13.04	14.29	23	23	14
1	12.50	25.00	11.11	87.50	62.50	88.89	0.00	12.50	0.00	24	24	18
2	55.00	38.89	14.29	40.00	61.11	76.19	5.00	0.00	9.52	20	18	21
3	75.00	55.56	50.00	25.00	40.74	44.44	0.00	3.70	5.56	32	27	18
4	62.96	80.95	41.38	37.04	14.29	55.17	0.00	4.76	3.45	27	21	29
5	74.07	96.00	75.00	18.52	4.00	18.75	7.41	0.00	6.25	27	25	16
All Grades	50.98	55.07	33.62	45.75	39.13	60.34	3.27	5.80	6.03	153	138	116

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	4.35	7.14	100.00	60.87	71.43	0.00	34.78	21.43	23	23	14
1	16.67	12.50	11.11	70.83	54.17	44.44	12.50	33.33	44.44	24	24	18
2	10.00	22.22	4.76	85.00	50.00	57.14	5.00	27.78	38.10	20	18	21
3	18.75	18.52	22.22	62.50	55.56	55.56	18.75	25.93	22.22	32	27	18
4	7.41	28.57	3.45	70.37	52.38	55.17	22.22	19.05	41.38	27	21	29
5	25.93	20.00	18.75	59.26	52.00	56.25	14.81	28.00	25.00	27	25	16
All Grades	13.73	17.39	10.34	73.20	54.35	56.03	13.07	28.26	33.62	153	138	116

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	39.13	30.43	7.14	43.48	34.78	92.86	17.39	34.78	0.00	23	23	14
1	12.50	4.17	5.56	83.33	66.67	77.78	4.17	29.17	16.67	24	24	18
2	45.00	11.11	19.05	55.00	66.67	66.67	0.00	22.22	14.29	20	18	21
3	40.63	18.52	27.78	56.25	70.37	66.67	3.13	11.11	5.56	32	27	18
4	25.93	33.33	41.38	66.67	66.67	48.28	7.41	0.00	10.34	27	21	29
5	14.81	4.00	31.25	74.07	80.00	68.75	11.11	16.00	0.00	27	25	16
All Grades	29.41	16.67	24.14	63.40	64.49	67.24	7.19	18.84	8.62	153	138	116

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There is a 27 student loss between 17-18 and 18-19.
2. The highest percentage of students in each domain occurs in the "Somewhat/Moderately" level.
3. For students at the Beginning level, the reading domain is the area of challenge, with the percent of students in upper grades in double digits.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
383	54.8	33.2	0.5
Total Number of Students enrolled in Rio del Mar.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	127	33.2
Foster Youth	2	0.5
Homeless	23	6.0
Socioeconomically Disadvantaged	210	54.8
Students with Disabilities	40	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.1
American Indian		
Asian	5	1.3
Filipino	22	5.7
Hispanic	307	80.2
Two or More Races	11	2.9
Pacific Islander		
White	29	7.6

Conclusions based on this data:

1. The school has two significant student groups: English Learners at 39% and Socioeconomically Disadvantaged students at 68%.
2. The Hispanic population is the most significant population by ethnicity at 79%.
3. The Students with Disabilities population at 10% is in line with the national average for this group.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

1	2	3	4	5
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts 2 Low	Chronic Absenteeism 1 Very High	Suspension Rate 5 Very Low
Mathematics 2 Low		
English Learner Progress 3 Medium		

Conclusions based on this data:

1. The school is performing better in mathematics than in English language arts.
2. Chronic absenteeism is an area that needs improvement.
3. Overall suspension rate needs slight improvement.

School and Student Performance Data

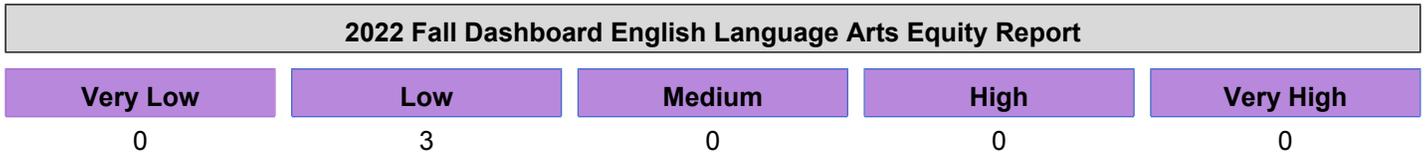
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>2 Low</p> <p>28.9 points below standard</p> <p>178 Students</p>	<p>English Learners</p> <p>2 Low</p> <p>41.4 points below standard</p> <p>68 Students</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>0 No Performance Level</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>2 Low</p> <p>49.9 points below standard</p> <p>98 Students</p>	<p>Students with Disabilities</p> <p>0 No Performance Level</p> <p>88.7 points below standard</p> <p>22 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
0 No Performance Level 4 Students		0 No Performance Level 3 Students	0 No Performance Level 48.4 points above standard 11 Students
Hispanic	Two or More Races	Pacific Islander	White
2 Low 37.1 points below standard 144 Students	0 No Performance Level 5 Students		0 No Performance Level 3.9 points below standard 11 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
65.8 points below standard 56 Students	72.3 points above standard 12 Students	24.7 points below standard 106 Students

Conclusions based on this data:

- All significant subgroups are performing below standard and showed growth toward standard. Overall, however, there was a decrease of three points, positioning the school at 19 points below standard.
- The Filipino population is performing well above standard (79 points) with increased growth (19 points). The Hispanic population is performing below standard (32 points) with a decrease of 5 points.
- The English Learner (EL) population improved their scores while Reclassified Fluent English Proficient (RFEP) and English Only students had slight declines overall. It is important to note that RFEP students perform significantly better than the general EL population (60 points above standard versus 60 points below standard, respectively). RFEP students also outperform EO students.

School and Student Performance Data

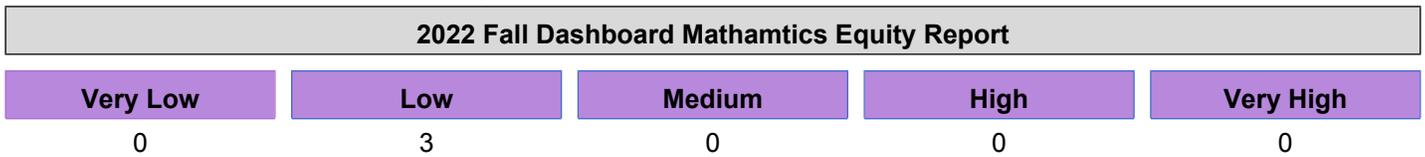
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">43.3 points below standard</td> </tr> <tr> <td style="text-align: center;">178 Students</td> </tr> </tbody> </table>	All Students	2 Low	43.3 points below standard	178 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">48.8 points below standard</td> </tr> <tr> <td style="text-align: center;">68 Students</td> </tr> </tbody> </table>	English Learners	2 Low	48.8 points below standard	68 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 No Performance Level</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">85.0 points below standard</td> </tr> <tr> <td style="text-align: center;">22 Students</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	85.0 points below standard	22 Students
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2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
0 No Performance Level 4 Students		0 No Performance Level 3 Students	0 No Performance Level 4.0 points above standard 11 Students
Hispanic	Two or More Races	Pacific Islander	White
2 Low 49.4 points below standard 144 Students	0 No Performance Level 5 Students		0 No Performance Level 33.5 points below standard 11 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.2 points below standard 56 Students	32.8 points above standard 12 Students	42.9 points below standard 106 Students

Conclusions based on this data:

- Overall math scores increased with growth in each subgroup as well. The school, however, remains below standard by 19 points.
- Filipino students continued to perform well above standard at 87 points above standard with a 38 point gain. The Hispanic students improved slightly (2 points) and are below standard by 29 points.
- English Learners and English Only students increased while Reclassified Fluent English Proficient students scores decreased. However, RFEP students are above standards with the other two groups below standard.

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator					
<table border="1"> <thead> <tr> <th>English Learner Progress</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3 Medium</td> </tr> <tr> <td style="text-align: center;">45.5 making progress towards English language proficiency</td> </tr> <tr> <td style="text-align: center;">Number of EL Students: 99 Students Performance Level: 3</td> </tr> </tbody> </table>		English Learner Progress	3 Medium	45.5 making progress towards English language proficiency	Number of EL Students: 99 Students Performance Level: 3
English Learner Progress					
3 Medium					
45.5 making progress towards English language proficiency					
Number of EL Students: 99 Students Performance Level: 3					

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	40	5	40

Conclusions based on this data:

- No students decreased levels.
- Over half of the English Learners progressed at least one level.
- The school's performance level is high with 62% of students progressing toward English language proficiency.

School and Student Performance Data

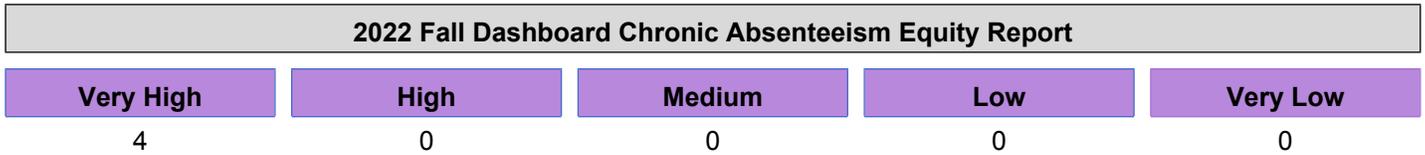
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group														
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2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">0 No Performance Level Less than 11 Students 8 Students</p>		<p align="center">0 No Performance Level Less than 11 Students 5 Students</p>	<p align="center">0 No Performance Level 8.7% Chronically Absent 23 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">1 Very High 28.7% Chronically Absent 327 Students</p>	<p align="center">0 No Performance Level 16.7% Chronically Absent 12 Students</p>		<p align="center">0 No Performance Level 17.2% Chronically Absent 29 Students</p>

Conclusions based on this data:

1. There was an overall increase in chronic absenteeism (1.8%) which equates to eight students.
2. The rate for Students with Disabilities decreased.
3. Homeless students have the highest absentee rate followed by Socioeconomically Disadvantaged students.

School and Student Performance Data

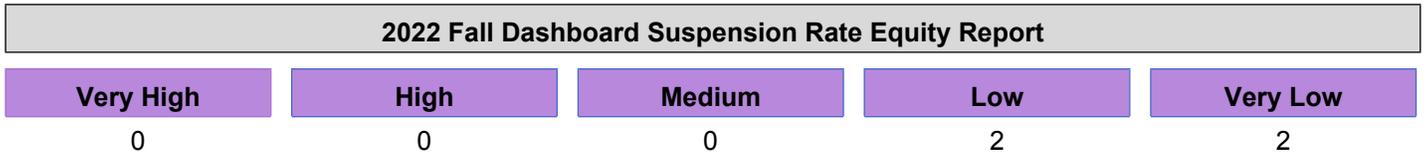
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group														
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2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">0 No Performance Level Less than 11 Students 8 Students</p>		<p align="center">0 No Performance Level Less than 11 Students 5 Students</p>	<p align="center">0 No Performance Level 0% suspended at least one day 23 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">5 Very Low 0.3% suspended at least one day 336 Students</p>	<p align="center">0 No Performance Level 0% suspended at least one day 13 Students</p>		<p align="center">0 No Performance Level 3.4% suspended at least one day 29 Students</p>

Conclusions based on this data:

1. The data shows that four students were suspended.
2. Suspensions doubled from 2018 to 2019 but remained under 1%.
3. There is no significant subgroup that has a majority of the suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

LCAP Goal 1 addresses pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. This goal also builds on providing extra support towards priorities aligned with pupil outcomes (4,8) and conditions of learning (1,2,7). State Priority 7 addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study (Arts, Music, Drama, Social Sciences, Health, PE, etc.)

LCAP Goal 3 focuses on State Priority #5, Pupil Engagement, to build on and enhance enriching opportunities to support and enhance State Priority #4, Pupil Achievement of academic standards and curriculum. Rio School District has developed the Focus Goal to address the area of increasing needs and services so students have the support needed to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. The Rio School District will align action/services to add additional social and emotional support and maintain expanded learning opportunities that support the implementation of state standards with curriculum and services to help increase State Priority #6, positive School Climate, and engagement. Increased or improved services will be principally directed for unduplicated pupils (foster youth, English learners, and low income, including homeless youth) and support for students with disabilities and/or with unique pupil needs. State Priority #3, Parent Involvement, will continue to be addressed by providing an engaging and welcoming environment where parents have access to engage in surveys, school site councils (SSC), English learner advisory committees (ELAC), district parent advisory committees (PAC and PELAC), LCAP stakeholder committees and site-based opportunities where parents can contribute input and voice. This goal is based on analysis and data of the Youth Truth survey, California Healthy Kids survey, California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, stakeholder input in committees and meetings, local assessments, reclassification rates, and CAASPP and ELPAC results.

Goal 1

Rio del Mar will reduce the schoolwide chronic absenteeism rate by 2% by June 2023. We will accomplish this goal by regularly examining attendance data, making contact with families, helping families overcome obstacles to attendance, and by conducting SART meetings. Additionally, staff will proactively communicate with families affected by COVID, giving them guidance regarding requirements to remain in school or return to school from quarantine, and provide short-term independent study for students who must remain at home during quarantine.

Identified Need

Chronic absenteeism rates increased in most subgroup categories with students in the homeless category having the highest increase.

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity 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 subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

Strategy/Activity

Rio del Mar administration staff will examine attendance data and work with parents of students having 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 to uncover underlying issues which may prevent students from attending school on a regular basis. The Counselor and/or the Student and Family Support Specialist will provide information to outside resources as needed to provide family support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

No funding needed to support this Strategy/Activity

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

Strategy/Activity

The Rio del Mar counselor will support teachers in the classroom by performing behavior lessons/ 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 school. In addition to the above, the counselor will contact at-risk students' families on a regular basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

No funding needed to support this Strategy/Activity

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

Strategy/Activity

Rio del Mar's administration will monitor COVID absences and perform contact tracing and assign Independent Study to students affected by the disease with the goal of returning students to the classroom at the earliest possible date. The office staff will contact families by phone to discuss their particular situation and determine the best course of action as determined by District guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000.00

Source(s)

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

Strategy/Activity

Rio del Mar teachers will support students' social-emotional needs by implementing social circles, the Caring Schools Community curriculum, or another curriculum as part of the regular curriculum. Teachers will make personal contact with families in need of extra support to determine if additional needs are required such as a referral to the counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Last year the counselor and principal developed a framework to identify students who were at risk due using engagement and attendance metrics. Teachers used a Google Form to submit names of students who were attending class but making no progress and students who were not attending regularly. Through various means described in the goal, the principal and counselor made contact with families to overcome obstacles that may have prevented them from fully engaging in class. At the beginning of the year, the availability and reliability of student devices was the main issue. As this problem was addressed through the purchase of new devices, it became apparent that some students faced a variety of additional obstacles. We were able to develop an all-day in-person cohort for approximately 60 students who began attending school in mid-January. This ensured that students were connecting and completing work on a daily basis, ultimately, increasing the attendance rate. The chronic absenteeism rate fell from a high of 25% in the Fall to 14% in the Spring.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While we had budgeted \$1,000.00 for strategies 1 and 2 for this goal we did not need any funds to accomplish them. This is the second year for this goal and these activities without using allocated funds so the amount budgeted will be zero for the upcoming year.

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 continue with two changes, the addition of COVID tracing (Strategy 3) and the implementation of the Caring Schools Community curriculum (Strategy 4). These are important components to ensure students are in school as much as possible. Strategy 3 allows us to closely monitor our students, provide short-term Independent study to those who are not able to attend school in person, and return students to in person learning as soon as possible. Funding is provided for additional hours related to parent contact and contact tracing related to COVID. Strategy 4 allows us to understand students' social-emotional needs, address those needs through various supports, resulting in increased engagement and attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Suspensions Rate

LEA/LCAP Goal

LCAP Goal 1 addresses pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. This goal also builds on providing extra support towards priorities aligned with pupil outcomes (4,8) and conditions of learning (1,2,7). State Priority 7 addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study (Arts, Music, Drama, Social Sciences, Health, PE, etc.)

LCAP Goal 3 focuses on State Priority #5, Pupil Engagement, to build on and enhance enriching opportunities to support and enhance State Priority #4, Pupil Achievement of academic standards and curriculum. Rio School District has developed the Focus Goal to address the area of increasing needs and services so students have the support needed to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. The Rio School District will align action/services to add additional social and emotional support and maintain expanded learning opportunities that support the implementation of state standards with curriculum and services to help increase State Priority #6, positive School Climate, and engagement. Increased or improved services will be principally directed for unduplicated pupils (foster youth, English learners, and low income, including homeless youth) and support for students with disabilities and/or with unique pupil needs. State Priority #3, Parent Involvement, will continue to be addressed by providing an engaging and welcoming environment where parents have access to engage in surveys, school site councils (SSC), English learner advisory committees (ELAC), district parent advisory committees (PAC and PELAC), LCAP stakeholder committees and site-based opportunities where parents can contribute input and voice. This goal is based on analysis and data of the Youth Truth survey, California Healthy Kids survey, California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, stakeholder input in committees and meetings, local assessments, reclassification rates, and CAASPP and ELPAC results.

Goal 2

Rio del Mar will maintain an overall suspension rate of $\leq 0.5\%$ during the 2022-2023 school year. We will accomplish this goal by engaging students in school through positive recognition, active counseling support, and activities in the classroom.

Identified Need

There is no specific identified need in this area due to the extremely low suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE Suspension Rate Data	Schoolwide suspension rate of 0.2%	$\leq 0.5\%$ schoolwide suspension rate

Complete a copy of the Strategy/Activity 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 subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

No funding needed to support this Strategy/Activity

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

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 make contact with at-risk students and their families, as determined by attendance records, on a regular basis, as determined by him and the family.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We were successful in this area with zero suspensions for the school year. We were able to offer awards during distance learning. The counselor was actively involved with families, meeting with some on a regular basis during the course of the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We initially budgeted \$1000.00 for this goal, but due to the donations from PTA and awards certificates from Lifetouch no expenses were incurred. This is the second year that no expenses were incurred so the budget has been reduced to zero.

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 goal will remain the same. The funding is decreased.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Academic Achievement

LEA/LCAP Goal

LCAP goal 1 addresses pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. This goal also builds on providing extra support towards priorities aligned with pupil outcomes (4,8) and conditions of learning (1,2,7). State Priority 7 addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study (Arts, Music, Drama, Social Sciences, Health, PE, etc.)

The Rio School District will continue to provide all students with a broad course of study and social-emotional support to ensure that learning is taking place for all students, including English Language Learners, foster youth, low socio-economic youth (including homeless youth) and students with disabilities. This goal is based on analysis and data from the California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys and input, local assessments, reclassification rates, and CAASPP and ELPAC results.

LCAP Goal 2 addresses learning conditions to maintain and strengthen a safe and welcoming school environment. The objective is to provide an education that will address State Priority #5, Pupil Engagement, and State Priority #7, Course Access, by preparing students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. The Rio School District will continue to provide all students with fully credentialed teachers to ensure that learning is taking place (English Language Learners, foster youth, low socio-economic youth (including homeless youth), and students with disabilities.). Rio district assesses technology regularly to ensure the technology plan is updated regularly to ensure actions/services are in place to support student achievement, such as WIFI accessibility, software upgrades, etc. State Priority #1 addresses Fully Credentialed and Appropriately Assigned Teachers who provide access to State Priority #4, Pupil Achievement, and state standards and materials, including ELD/language acquisition standards and implementation of state standards. This is balanced with engaging courses of study to ensure student readiness for a rigorous and aligned curriculum that supports the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring.

This goal is based on data and analysis of the California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, local assessments, reclassification rates, and CAASPP and ELPAC results.

LCAP goal 3 focuses on State Priority #5, Pupil Engagement, to build on and enhance enriching opportunities to support and enhance State Priority #4, Pupil Achievement of academic standards and curriculum. Rio School District has developed the Focus Goal to address the area of increasing needs and services so students have the support needed to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. The Rio School District will align action/services to add additional social and emotional support and maintain expanded learning opportunities which support implementation of state standards with curriculum and services to help increase State Priority #6, positive School Climate and engagement. Increased or improved services will be principally directed for unduplicated pupils (foster youth, English learners, and low income, including homeless youth) and support for students with disabilities and/or with unique pupil needs. State Priority #3, Parent Involvement, will continue to be addressed by providing an engaging and welcoming environment where parents have access to engage in surveys, school site councils (SSC), English learner advisory committees (ELAC), district parent advisory committees (PAC and PELAC), LCAP stakeholder committees and site based opportunities where parents can contribute input and voice. This goal is based on analysis and data of the Youth Truth survey, California Healthy Kids survey, California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, stakeholder input in committees and meetings, local assessments, reclassification rates, and CAASPP and ELPAC results.

Goal 3

By the end of the CAASPP summative assessment in May 2023, Rio del Mar implement numerous strategies to maintain or improve the percent of all students meeting or exceeding standards on the CAASPP English language arts (41.5%) and mathematics (42.5%) assessments. We will accomplish this by providing additional support staff for at-risk students, stock ample supplies and provide supplemental teaching materials for classroom instruction, provide teachers technology

support for teaching and learning, provide extended learning opportunities to improve ELA and mathematics literacies, use data to inform instruction and address subgroups of students that may have specific needs, provide teacher professional development, engage parents in their child's learning, and conduct Intervention Progress Team (IPT) meetings for underperforming students.

Identified Need

Achievement is relatively flat in English language arts and and showed a significant pandemic related decrease in mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts Performance Data Percent Meeting/Exceeding Standards	41.5	>=41.5
CAASPP Math Performance Data Percent Meeting/Exceeding Standards	42.5	>=42.5

Complete a copy of the Strategy/Activity 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 subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

Strategy/Activity

Rio del Mar will provide additional hours for a support teacher to assist teachers with low performing students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12000.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

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.

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21129.00	Title I
21945.00	LCFF
1000.00	After School and Education Safety (ASES)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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2000.00

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

Strategy/Activity

The school will fund teachers to teach in our GROW (Goals, Reality, Options, and Work) program. Each program will have a content focus in English language arts or mathematics literacies which will vary by grade level. Options may include addition and subtraction fluency or reading fluency for a lower-grade classroom and fraction/decimal/percentage relationships and reading comprehension in upper-grade classrooms. The literacies and students will be determined by benchmark and grade-level data. Teachers may teach one to two days per week before or after school for one hour per session. Program effectiveness will be determined with a pre and post-test.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000.00

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

Strategy/Activity

Substitutes will release teachers from class at the beginning of the school year, and at the end of trimesters 1, 2, and 3, to attend data meetings with the principal. Each data meeting teachers and the principal will examine current data and data trends from previous assessment periods to determine the needs of students for the following trimester. Information on student progress will be used for Target Time groups, GROW programs, IPT meetings, referral for SEL support, and conference with the Special Education team for possible referral.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000.00

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

Strategy/Activity

Teachers will be paid for additional hours after school to analyze Target Time data and realign groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000.00

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

Strategy/Activity

Rio del Mar will provide various professional development opportunities 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 professional development registration fees/substitutes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000.00

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

378.00

Source(s)

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

Strategy/Activity

Substitutes will release teachers to attend Intervention Progress Team meetings as part of the Multi Tiered System of Support (MTSS). The classroom teacher, supporting teacher advisor, principal, counselor, and parent will discuss future interventions and/or the students response to intervention and next steps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500.00

Source(s)

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All subgroups which includes English language learners, English only students, Foster Youth, Homeless students, Socioeconomically Disadvantaged students, and ethnic groups.

Strategy/Activity

Developing Mathematical Thinking, Incorporated (DMTI) will provide monthly professional development to teachers in grades 1 - 5. Every other month, a company representative from DMTI

will provide 45 minutes pull-out discussion sessions related to mathematical standards and practices relevant to each grade level. Teachers have the opportunity to ask questions and gain insight on methods and practices for teaching math standards more effectively. Teachers also gain an understanding of the students' cognitive processes, and the underlying reason to teach standards using particular methods. On the alternating months, teachers gather in one grade level classroom with the DMTI representative conducting a demonstration lesson (with teachers observing) on a standard or standards of the grade levels choosing. All lessons are followed by short debrief sessions in the afternoon.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

This is a centralized service.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Data showed that prior to COVID our growth scores in ELA and mathematics were relatively flat. CAASPP testing during the pandemic showed a marked decrease in scores due to distance learning. Coming back from Distance Learning (DL) it is clear that we have several areas of strengths and weaknesses. Local data shows that reading scores in the upper grades remained relatively unaffected during the pandemic while mathematics scores suffered a significant decrease. The belief is that the complexity of mathematics and the ability to effectively teach the needed information during the limited DL schedule directly led to the decrease in scores in the upper grades. While we saw the decrease in mathematics scores in the upper grades, mathematics scores in the lower grades remained relatively unaffected. Since mathematics instruction is more simplistic in the lower grades, and the grades were relatively unaffected, this dynamic supports the hypothesis that the mathematics complexity in the upper grades was the cause for decreased scores. The complexity (intensity) hypothesis is further demonstrated by reading level information from local data. Data shows that reading ability in the lower grades was significantly impacted by DL as reading instruction in the lower grades is much more intensive than in the upper grades, requiring repeated practice and mastery of phonics skills and high-frequency words as foundational reading principles for students in lower grades.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All strategies were difficult to fully implement in a DL/hybrid environment due numerous factors that prevented some students from fully engaging in learning. Expenditures versus budgeted amounts had significant differences as items such as supplies were supported at the District level through COVID funds. The school had a significant carryover due to this financial support.

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 goal remains the same for this year, maintaining or increasing the percent of students achieving at or above standard from pre-COVID performance numbers.

Since local data showed that first grade has the most difficult academic challenge, a push-in teacher is provided for additional support during Target Time and Designated ELD. Students in this grade level attended Kindergarten from a distance with some students' academic levels at early or pre-Kindergarten levels. Additional support is to address this need. (Strategy/Activity 1) The district is supporting grades 2 - 5 through LST.

We see the need to extend learning for specific students to address English language arts and mathematics literacies. The GROW (Goals, Reality, Options, and Work) program after school. Teachers can hold after-school classes for specific students (based on data) for specific skills to help student learn to mastery. Classes are 1 - 2 days per week for one hour per session. (Strategy/Activity 4)

We are adding a two-track instructional focus, including and benefiting all students, with the addition of Target Time for English language arts and mathematics. Regular instructional time is focused on essential high-level grade level standards instruction with naturally occurring differentiation to meet students' needs. Target Time is a period of 30 minutes during the day for each subject where teachers meet with small groups of students to address learning deficits. During this time, students not meeting with the teacher engage in Imagine Learning Language & Literacy or Imagine Math software, depending on the Target Time subject. Imagine Learning products support the teacher in either frontloading or providing remedial support based on the students' instructional level. The programs support the teacher by providing an adaptive learning pathway and real-time feedback data for small group instruction. Additional hours are provided for teachers to analyze Target Time data and realign groups based on specific student needs. (Strategy/Activity 6)

Substitutes will release teachers from class at the beginning of the school year, and at the end of trimesters 1, 2, and 3, to attend data meetings with the principal. Each data meeting teachers and the principal will examine current data and data trends from previous assessment periods to determine the needs of students for the following trimester. Information on student progress will be used for Target Time groups, GROW programs, IPT meetings, referral for SEL support, and conference with the Special Education team for possible referral. (Strategy/Activity 5)

Funding has been increased to \$5000.00 for professional development as it includes the Summer leadership retreat. (Strategy/Activity 7)

There is a shift back to IPT meetings from the Engagement meetings during Distance Learning. (Strategy/Activity 9)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

LCAP goal 1 addresses pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. This goal also builds on providing extra support towards priorities aligned with pupil outcomes (4,8) and conditions of learning (1,2,7). State Priority 7 addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study (Arts, Music, Drama, Social Sciences, Health, PE, etc.)

The Rio School District will continue to provide all students with a broad course of study and social-emotional support to ensure that learning is taking place for all students, including English Language Learners, foster youth, low socio-economic youth (including homeless youth) and students with disabilities. This goal is based on analysis and data from the California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys and input, local assessments, reclassification rates, and CAASPP and ELPAC results.

LCAP Goal 2 addresses learning conditions to maintain and strengthen a safe and welcoming school environment. The objective is to provide an education that will address State Priority #5, Pupil Engagement, and State Priority #7, Course Access, by preparing students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. The Rio School District will continue to provide all students with fully credentialed teachers to ensure that learning is taking place (English Language Learners, foster youth, low socio-economic youth (including homeless youth), and students with disabilities.). Rio district assesses technology regularly to ensure the technology plan is updated regularly to ensure actions/services are in place to support student achievement, such as WIFI accessibility, software upgrades, etc. State Priority #1 addresses Fully Credentialed and Appropriately Assigned Teachers who provide access to State Priority #4, Pupil Achievement, and state standards and materials, including ELD/language acquisition standards and implementation of state standards. This is balanced with engaging courses of study to ensure student readiness for a rigorous and aligned curriculum that supports the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring.

This goal is based on data and analysis of the California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, local assessments, reclassification rates, and CAASPP and ELPAC results.

LCAP goal 3 focuses on State Priority #5, Pupil Engagement, to build on and enhance enriching opportunities to support and enhance State Priority #4, Pupil Achievement of academic standards and curriculum. Rio School District has developed the Focus Goal to address the area of increasing needs and services so students have the support needed to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. The Rio School District will align action/services to add additional social and emotional support and maintain expanded learning opportunities which support implementation of state standards with curriculum and services to help increase State Priority #6, positive School Climate and engagement. Increased or improved services will be principally directed for unduplicated pupils (foster youth, English learners, and low income, including homeless youth) and support for students with disabilities and/or with unique pupil needs. State Priority #3, Parent Involvement, will continue to be addressed by providing an engaging and welcoming environment where parents have access to engage in surveys, school site councils (SSC), English learner advisory committees (ELAC), district parent advisory committees (PAC and PELAC), LCAP stakeholder committees and site based opportunities where parents can contribute input and voice. This goal is based on analysis and data of the Youth Truth survey, California Healthy Kids survey, California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, stakeholder input in committees and meetings, local assessments, reclassification rates, and CAASPP and ELPAC results.

Goal 4

By June 2023, 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 administered between February 1, 2023, and May 31, 2023. We will accomplish this goal by supporting an English Language Coordinator to monitor Reclassified Fluent English Proficient student progress, train teachers on ELPAC administration, support the schools ELD program, and attend District meetings;

provide quality EL integrated first instruction, provide quality designated EL instruction founded in the four ELD domains; engage parents in the ELD process; and provide targeted extended learning support for Long-Term English Learners (LTELs).

Identified Need

There is no identified need as the school is performing at the highest level in this category.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard English Language Progress Indicator	55.2	=> 55.2

Complete a copy of the Strategy/Activity 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 language learners

Strategy/Activity

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, conduct teacher training, and attend required District meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000.00	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English language learners

Strategy/Activity

Teachers will provide 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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Funding incorporated into Goal 3, Strategy/Activity 2

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English language learners

Strategy/Activity

Teachers will incorporate English Language Development strategies into the regular classroom lesson design (Integrated ELD) 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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Funding incorporated into Goal 3, Strategy/Activity 2

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Funding incorporated into Goal 3,
Strategy/Activity 8

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000.00

Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The English Language Coordinator (ELC) attended all district meetings and ensured that all regulatory reports were completed. Teachers incorporated ELD strategies (SDAIE) into regular classroom lessons and provided Designated ELD time focused on the four ELPAC domains incorporating language structures, vocabulary, and word analysis into instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences.

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

There are no changes to the goal, however, there is an addition of Strategy/Activity 5 to serve our Long-Term English Language Learners. The extended learning program will focus on the subset of students in fifth grade with the goal reclassifying these students before moving on to middle school. The curriculum is focused on specific areas of need as identified by the ELPAC and ADEPT assessments while capitalizing on the students' strengths.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$52,643.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$82,952.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$53,007.00

Subtotal of additional federal funds included for this school: \$53,007.00

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

State or Local Programs	Allocation (\$)
	\$0.00
After School and Education Safety (ASES)	\$1,000.00
LCFF	\$28,945.00

Subtotal of state or local funds included for this school: \$29,945.00

Total of federal, state, and/or local funds for this school: \$82,952.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	53007.00	0.00
LCFF	28945.00	0.00
After School and Education Safety (ASES)	1000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
After School and Education Safety (ASES)	1,000.00
LCFF	28,945.00
Title I	53,007.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	After School and Education Safety (ASES)	1,000.00
	LCFF	28,945.00
	Title I	53,007.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,000.00
Goal 2	0.00
Goal 3	75,952.00
Goal 4	5,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Robert Guynn	Principal
Maria Gonzales	Classroom Teacher
Jovana Tenorio	Classroom Teacher
Maria Ante	Classroom Teacher
Krista Roque	Other School Staff
Cristina Mackey	Parent or Community Member
Anna Massovich	Parent or Community Member
Chincia Morgan	Parent or Community Member
Elsy Madrigal	Parent or Community Member
Alex Yopez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 2, 2022.

Attested:



Principal, Robert Guynn on May 2, 2022

SSC Chairperson, Alex Yopez on May 2, 2022