



School Year: 2019-2020

# Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Rio del Mar	56725610112631	January 9, 2020	January 15, 2020

Robert W Guynn

1/9/2020

Name of School Principal

Signature of School Principal

Date

Krista Roque

1/9/20

Name of SSC Chairperson

Signature of SSC Chairperson

Date

## Stakeholder Involvement

### Involvement Process for the SPSA and Annual Review and Update

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

## Goals, Strategies, & Proposed Expenditures

### Goal 1

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

### Basis for this Goal

California School Dashboard Chronic Absenteeism Percentage Data	
2017-2018	2018-2019
7.3	9.1



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

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

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

California School Dashboard Chronic Absentee Data

9.1%

7%

## PLANNED STRATEGIES/ACTIVITIES

### Strategy/Activity 1

Students to be Served by this Strategy/Activity



All students.

### Strategy/Activity

Administration Staff will review attendance data and conduct an examination of students who have perfect attendance each month. Students who have 100% attendance will participate in special monthly activities. Funds will be used to purchase supplies for the special recess.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1000.00
Source(s)	LCFF
Budget Reference(s)	010-4300-0000-0-4760-2700-013-200-0000-0

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

All students

### Strategy/Activity

Administration staff will examine attendance data and notify parents of attendance issues through tardy letters, truancy letters, and chronic absence letters. The principal/counselor will meet with parents of students with excessive attendance issues. Cost for additional staffing as needed.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500.00
Source(s)	LCFF
Budget Reference(s)	010-2901-0000-0-4760-2495-013-200-0000-0

## Goal 2

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

### Basis for this Goal

California School Dashboard Suspension Rate Percentage Data	
2017-2018	2018-2019



0.2	0.6
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**California School Dashboard Elementary School Suspension Five-by-Five Colored Table**

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

**Expected Annual Measurable Outcomes**

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

**PLANNED STRATEGIES/ACTIVITIES**



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

All students.

### Strategy/Activity

Provide positive experiences and rewards for students to recognize positive behavior. We offer music programs, student leadership and monthly awards, and activities for students who receive perfect attendance.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,000.00
Source(s)	LCFF, Title I
	010-2101-0000-0-4760-1000-013-200-0000-0
Budget Reference(s)	010-4300-3010-0-1110-2700-013-200-0000-0

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

Students in the afterschool program

### Strategy/Activity

Provide additional funding for our counselor to meet with students in the afterschool program who are having social difficulties. Strategies used include but are not limited to social circles, restorative practices and individual counseling.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1000.00
Source(s)	LCFF, Title I
	010-2101-0000-0-4760-1000-013-200-0000-0
Budget Reference(s)	010-4300-3010-0-1110-2700-013-200-0000-0

## Goal 3

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

### Basis for this Goal

#### ELA Performance Data



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

Assessment Year	All Students	English Learners	SED*	Hispanic	NA
2017-2018	16.2	42.4	42.2	26.9	NA
2018-2019	19.4	39.6	32.1	32.2	NA

\*Socioeconomically Disadvantaged

**EADMS CAASPP ELA Dashboard Performance Data Percentage per Category**

Assessment Year	Standards Met/Exceeded	Standard Exceed	Standard Met	Standard Nearly Met	Standard Not Met
2017-2018	45.8	20.8	25	21.5	32.7
2018-2019	41.5	17	24.5	26.2	32.3

**ELA Distance From Met Standards**

**EADMS CAASPP ELA Dashboard Distance From Met Standard Matched Case**

2019 Test Level	2019 # Tested	2018 % M/E Standard	2019 % M/E Standard	2018 DFM	2019 DFM	+/-
4	61	46	39	-29.2	-30.1	-0.9
5	75	36	37	-35.5	-16.1	19.5
Schoolwide	136	40	38	-32.7	-22.4	10.3

This report compares scores from the same group of students over two years. For example, last year's 7th grade scores versus scores from those same students when they took the test this year as 8th graders.

**ELA Claim Data**

**EADMS CAASPP ELA Dashboard Claim 1 Data Percentage per Category**

Claim 1—Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

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

**EADMS CAASPP ELA Dashboard Claim 2 Data Percentage per Category**



Claim 2—Students can produce effective writing for a range of purposes and audiences.

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

### EADMS CAASPP ELA Dashboard Claim 3 Data Percentage per Category

Claim 3—Students can employ effective Speaking and Listening skills for a range of purposes and audiences.

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

### EADMS CAASPP ELA Dashboard Claim 4 Data Percentage per Category

Claim 4—Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

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

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

Performance Level	Declined Significantly from Prior Year (by more than 15 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined by less than 3 points or increased by less than 3 points)	Increased from Prior Year (by 3 to less than 15 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +45 points or higher in Current Year	Green	Green	Blue	Blue	Blue



<b>High</b> <b>+10 to +44.9</b> <b>points in Current</b> <b>Year</b>	Green	Green	Green	Green	Blue
<b>Medium</b> <b>-5 points to +9.9</b> <b>points in Current</b> <b>Year</b>	Yellow	Yellow	Yellow	Green	Green
<b>Low</b> <b>-5.1 to -70 points</b> <b>in Current Year</b>	Orange	Orange 2018-2019	Orange	Yellow 2017-2018	Yellow
<b>Very Low</b> <b>-70.1 points or</b> <b>lower in Current</b> <b>Year</b>	Red	Red	Red	Orange	Orange

## Math Performance Data

California School Dashboard Math Performance Data Points Below Standard per Category					
Assessment Year	All Students	English Learners	SED*	Hispanic	NA
2017-2018	19.3	37.9	42.6	30.5	NA
2018-2019	17.1	34.6	31.1	28.9	NA

\*Socioeconomically Disadvantaged

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

## ELA Distance From Met Standards



### EADMS CAASPP Math Dashboard Distance From Met Standard Matched Case

2019 Test Level	2019 # Tested	2018 % M/E Standard	2019 % M/E Standard	2018 DFM	2019 DFM	+/-
4	61	51	44	-0.7	-16.8	-16.1
5	75	31	29	-34.0	-43.2	-9.2
Schoolwide	136	40	36	-19.1	-31.3	-12.3

This report compares scores from the same group of students over two years. For example, last year's 7th grade scores versus scores from those same students when they took the test this year as 8th graders.

### Math Claim Data

#### EADMS CAASPP Math Dashboard Claim 1 Data Percentage per Category

Claim #1 - Concepts & Procedures "Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency."

Assessment Year	Above Standard	Near Standard	Below Standard
2017-2018	27.3	31.6	41.1
2018-2019	32.6	25.3	42.1

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

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

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

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

#### EADMS CAASPP Math Dashboard Claim 3 Data Percentage per Category

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

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

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

Performance Level	Declined Significantly from Prior Year (by more than 15 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined by less than 3 points or increased by less than 3 points)	Increased from Prior Year (by 3 to less than 15 points)	Increased Significantly from Prior Year (by 15 points or more)
<b>Very High</b> +35 points or higher in Current Year	Green	Green	Blue	Blue	Blue
<b>High</b> 0 to +34.9 points in Current Year	Green	Green	Green	Green 2017-2018	Blue
<b>Medium</b> -25 points to less than 0 points in Current Year	Yellow	Yellow	Yellow 2018-2019	Green	Green
<b>Low</b> -25.1 to -95 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
<b>Very Low</b> -95.1 points or lower in Current Year	Red	Red	Red	Orange	Orange

### Expected Annual Measurable Outcomes

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

## PLANNED STRATEGIES/ACTIVITIES

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

Students who are academically at-risk due to unidentified learning difficulties or behavior impeding learning.

#### Strategy/Activity

Intervention specialists will provide focused instruction for students working significantly below grade level, as determined by their scores on the BPST. The intervention specialist and the grade level teachers will develop flexible groups to meet the needs of the students through targeted instruction. Data will be used to track students progress. Students will move between groups as they meet specific progress benchmarks.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$33,621.00
Source(s)	LCFF, Title I
Budget Reference(s)	010-1103-0000-0-4760-1000-013-200-0000-0 010-1103-3010-0-1110-1000-013-200-0000-0 010-2901-0000-0-4760-2495-013-200-0000-0 010-2901-3010-0-1110-2495-013-200-0000-0

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

All students.

#### Strategy/Activity

Rio del Mar will regularly stock supplies and materials for teachers and support staff to use for classroom instruction, instruction for support services, and to support instruction in the after school program. Supplemental materials, such as, but not limited to, workbooks will be purchased. Software and/or online program subscriptions will be purchased to support learning. Cost for transportation to events related to classroom instruction will be provided as needed as not covered by the PTA. Incentives for student achievement related to school wide initiatives will be purchased. Equipment, supplies, programs related to social emotional learning. Cost for materials, supplies, transportation, subscriptions, incentives, and items related to social emotional learning.



**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$45,000.00
Source(s)	LCFF, Title I
Budget Reference(s)	010-4300-0000-0-4760-1000-013-200-0000-0 010-4300-3010-0-1110-1000-013-200-0000-0

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

All students.

**Strategy/Activity**

Rio del Mar will support a Technology Champion stipend to assist teachers in maintaining student computers, conduct training, and attend meetings.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$,000.00
Source(s)	LCFF, Title I
Budget Reference(s)	010-4300-0000-0-4760-1000-013-200-0000-0 010-4300-3010-0-1110-1000-013-200-0000-0

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

All students.

**Strategy/Activity**

Rio del Mar will provide substitutes for teachers to attend data meetings with the principal to discuss learning trends and individual student achievement. Teachers will set goals and determine strategies to assist students identified as learning below grade level. Cost for substitutes.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$1,250.00
Source(s)	LCFF, Title I
Budget Reference(s)	010-4300-0000-0-4760-1000-013-200-0000-0 010-4300-3010-0-1110-1000-013-200-0000-0

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

Students who are academically at-risk due to unidentified learning difficulties or behavior impeding learning.



**Strategy/Activity**

Rio del Mar will provide substitutes for teachers to attend intervention progress team meetings with the principal and parent(s) to discuss the students strengths and weaknesses and determine strategies to assist students identified as learning significantly below grade level. Cost for substitutes.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$1,250.00
Source(s)	LCFF, Title I
Budget Reference(s)	010-4300-0000-0-4760-1000-013-200-0000-0 010-4300-3010-0-1110-1000-013-200-0000-0

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

All students.

**Strategy/Activity**

Rio del Mar will maintain a school garden for students to engage in activities related to English language arts and mathematics to enhance classroom learning. Cost for garden supplies.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$500.00
Source(s)	LCFF
Budget Reference(s)	Garden account

**Strategy/Activity 7****Students to be Served by this Strategy/Activity**

All students.

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$6,535.00
Source(s)	LCFF
Budget Reference(s)	District Payroll



## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

All students.

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

Amount(s) \$26,884.00

Source(s) LCFF

Budget Reference(s) District Payroll

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

Students of teachers who participate in Close Reading Professional Development.

### Strategy/Activity

Volunteer teachers will engage in professional development in an in-class coaching model to understand/implement Close Reading strategies with students to increase student comprehension of increasingly complex texts to address CAASPP ELA Claim 1. Close Reading strategies also include the written expression of ideas to show understanding which addresses CAASPP ELA Claim 2. Close Reading also requires students to thoroughly investigate the topic through multiple targeted readings addressing ELA Claim 4 and collaborate over their ideas and findings addressing ELA Claim 3. Cost for additional materials and/or professional development release time.

### Proposed Expenditures for this Strategy/Activity

Amount(s) \$3,000.00

Source(s) LCFF/Title I

Budget Reference(s) 010-4300-0000-0-4760-1000-013-200-0000-0  
010-4300-3010-0-1110-1000-013-200-0000-0

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

Students in grades 3 - 5.

### Strategy/Activity



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

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$0.00 at site
Source(s)	ED. Services
Budget Reference(s)	District Funded

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

Students in grades 1 - 5 in the afterschool program.

**Strategy/Activity**

After school program instructors will implement Illustrative Mathematics performance tasks one day per week in the afterschool program. The performance tasks cover various content standards and support increased student achievement in all math claims.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$0.00
Source(s)	NA
Budget Reference(s)	No additional funding needed

**Goal 4**

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

**Basis for this Goal**

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



## Expected Annual Measurable Outcomes

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

## PLANNED STRATEGIES/ACTIVITIES

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

Students with English as a second language

Rio del Mar will support an English Language Coordinator Champion stipend to assist teachers with state and local testing, paperwork, progress monitor RFEP students, conduct training, and attend meetings.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000.00
Source(s)	LCFF, Title I
Budget Reference(s)	010-4300-0000-0-4760-1000-013-200-0000-0 010-4300-3010-0-1110-1000-013-200-0000-0

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

Students with English as a second language

#### Strategy/Activity

Teachers will provide designated ELD instruction for a minimum of 30 minutes per day to address specific content vocabulary across the curriculum

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$0.00
Source(s)	NA
Budget Reference(s)	No additional funding needed

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

Students with English as a second language

#### Strategy/Activity



Teachers will incorporate ELD strategies into regular classroom lesson design to meet the language demands of EL students.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$0.00
Source(s)	NA
Budget Reference(s)	No additional funding needed

# Annual Review and Update

**SPSA Year Reviewed: 2018–19**

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

## Goal 1

Rio del Mar will decrease chronic absenteeism for the All Students category from 7.3% to 6.8%.

### ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CDE Chronic Absentee Data	6.8%	5.9%

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administration Staff will review attendance data and conduct an examination of students who have perfect attendance each month. Students who have 100% attendance will receive a special recess. Funds will be used for equipment for the special activities. Cost for equipment.	This strategy was not developed but will stay in place for 2019-2020.	\$250.00	\$0.00

#### Strategy/Activity 2



Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Administration staff will examine attendance data and notify parents of attendance issues through tardy letters, truancy letters, and chronic absence letters. The principal/counselor will meet with parents of students with excessive attendance issues. Cost for additional staffing as needed.	Additional staff was used to enter attendance data, print and place letters in envelopes for mailing.	\$500.00	\$150.00

## ANALYSIS

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

Due to errors in the county's database related to producing SARB letters, we used an offline spreadsheet to record attendance and mail merge letters. As a result, 82 truancy letters were sent home. 100 tardy letters were sent, as well as, 20 chronic absence letters. We had errors in the database and used outside personnel to correct errors, input data and place letters in envelopes for mailing.

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

Overall attendance slightly increased and chronic absenteeism decreased.

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

Did not need to expend all funds for additional personnel.

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 principal is working with the District's Technology Department to correct errors in the county database to streamline the process of producing SARB, tardy and chronic absence letters. Goal remains the same.

## Goal 2

Rio del Mar will maintain or decrease the overall suspension rate of 0.2%.

## ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CDE Suspension Rate Data	≤0.2% schoolwide suspension rate	0.5%

## STRATEGIES/ACTIVITIES

### Strategy/Activity 1



Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Build a positive school culture through student participation. 18 school leaders will be elected by their peers (one per classroom in each classroom in grades 4, 5 and 6). Student leaders will develop leadership skills through a seven day Student Leadership Summit. At the summit, students will develop tools to gather student body input, present information to classrooms across campus, gather data from the student body, and analyze data for common themes and trends. Student leaders will organize the data to present to the student body and develop methods to message the information to students in an ongoing basis. Student leaders will develop activities for students to improve engagement in the school environment. Cost for food/supplies for Student Leadership Summit and other activities.</p>	<p>The Leadership Summit lasted six days with locations on and off-site. The goal was to launch Peer Leaders and develop a baseline of information for us to act upon over the course of the following years. The students developed relationships with each other, worked on communication skills and developed a tool to gather student information related to school behavior and engagement. Information led to changes in personnel focus related to the playground as most students indicated that social skills on the playground needs improvement. Behaviors were specifically identified. The originally was scheduled for four days but was extended to six days and thus the increased cost for food.</p>	\$1,000.00	\$1,400.00

## Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Grade levels will choose monthly awards for students to receive	Awards were supplied by our school photography company at no cost.	\$500.00	\$0.00



recognition for positive behavior and student achievement. Cost for awards and incentives.

Incentives were not purchased

## ANALYSIS

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

This goal started in March

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

Due to the late start, it is difficult to determine the effectiveness of the goal.

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

We did not have to purchase awards as they were provided by our photography company at no charge.

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

We will continue with this goal, adding perfect attendance activities to promote attendance growth.

## Goal 3

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

## ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Baseline	Expected Outcome
CDE English Language Arts Performance Data	44	47
CDE Mathematics Performance Data	32.5	35.5

## STRATEGIES/ACTIVITIES

### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Intervention specialists will provide focused instruction for students working significantly below grade level, as determined by their scores on the BPST. The intervention specialist and the grade level teachers will develop flexible groups to meet the needs of the students through	Two part time intervention teachers served students in grades 1-5. Students showed improvement with data examined every two to four weeks. Groups were fluid so students who achieved their goal could move to another group or complete intervention services. As students completed	\$30,000.00	\$19,000.00



targeted instruction. Data will be used to track students' progress. Students will move between groups as they meet specific progress benchmarks.	services, other students were added.		
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**Strategy/Activity 2**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Rio del Mar will regularly stock supplies and materials for teachers and support staff to use for classroom instruction, instruction for support services, and to support instruction in the after school program. Supplemental materials, such as, but not limited to, workbooks will be purchased. Software and/or software will be purchased to support learning. Cost for transportation to events related to classroom instruction will be provided as needed and not covered by the PTA. Incentives for student achievement related to school wide initiatives will be purchased. Equipment, supplies, programs related to social emotional learning. Cost for materials, supplies, transportation, subscriptions, incentives, and items related to social emotional learning.	Supplies, software and printed materials were purchased and available for all teachers to support student learning.	\$17,000.00	\$28,000.00

**Strategy/Activity 3**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Rio del Mar will support stipends to teachers/counselor who serve as the English Language Coordinator and Technology Coordinator.	Teachers filled these rolls, attended meetings, implemented on-site training and maintained technology to support learning and assessment.	\$4,000.00	\$7,400.00
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**Strategy/Activity 4**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Rio del Mar will provide substitutes for teachers to attend data meetings with the principal to discuss learning trends and individual student achievement. Teachers will set goals and determine strategies to assist students identified as learning below grade level. Cost for substitutes.		\$1,250.00	\$2,160.00

**Strategy/Activity 5**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Rio del Mar will provide substitutes for teachers to attend intervention progress team meetings with the principal and parent(s) to discuss the students strengths and weaknesses and determine strategies to assist students identified as learning significantly below grade level. Cost for substitutes.		\$1,250.00	\$1,250.00

**Strategy/Activity 6**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Rio del Mar will maintain a school garden for students to engage in activities related to		\$500.00	\$500.00



English language arts and mathematics to enhance classroom learning. Cost for garden supplies.			
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**Strategy/Activity 7**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The Student and Family Support Specialist (SFSS) will perform duties such as translation of materials for Spanish speaking parents, parent outreach with regards to programs and attendance, and provide interpretation services for Spanish speaking parents during meetings, among other duties.		\$6,535.00	\$6,535.00

**Strategy/Activity 8**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
The librarian will make the library available during school hours, assist students with books, and engage students in literacy related activities, among other duties.		\$26,884.00	\$26,884.00

**ANALYSIS**

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

All strategies/activities were successfully implemented.

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

The strategies under this goal were fulfilled, however they did not translate into improvement on the CAASPP. The goals will remain the same, but additional strategies/activities will be added for 2019/2020 that directly relate to students in grades 3 - 5 and their performance on the CAASPP.

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

There was a decrease in expenses related to intervention support as the cost was split between site funds and district funds for Kindergarten support. Additional cost is noted under supplies and materials as the cost for supplemental materials was mistakenly left out of the budgeted amount.



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.

Strategies/activities will be added to the goal that expressly and directly impact CAASPP student achievement. Melissa Wantz will be working with teachers in grades 3 - 5 on Close Reading and the transfer of knowledge from reading to writing. Mr. Howatt and I will be working together with our third through fifth grade teachers understanding SBAC Mathematics Claims, Targets and standards. Teachers will also engage in implementing the CAASPP Interim Assessment Blocks, and understand the relationship of Claims, targets and standards and how they relate to the rigor required of students on the CAASPP.

## Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$109,040.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$109,040.00

### Consolidation of Funds

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

Federal Programs	Allocation (\$)
Title I	\$36,240.00

Subtotal of consolidated federal funds for this school: \$36,240.00

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

State or Local Programs	Allocation (\$)
LCFF	\$72,800.00

Subtotal of consolidated state or local funds for this school: \$72,800.00

Total of consolidated (federal, state, and/or local) funds for this school: \$109,040.00