

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 Norte Elementary	56 72561 6118061	May 5, 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.

Our Rio Del Norte community brings together staff, parents, family members, and students to collaboratively work towards creating and strengthening a safe, welcoming learning environment for all students.

Our plan includes putting systems in place to identify baseline academic data in the areas of ELA, math, and English language proficiency. This data will be used for instructional planning and to monitor student growth and progress towards grade level standards.

CAASPP (California Assessment of Student Progress & Performance) data has been reviewed in detail. In particular, a detailed analysis of State and Local Assessment has been reviewed by our stakeholders. Overall performance, as measured by local assessments, indicates that improvement in the area of Language Arts and Mathematics is needed.

The principal, teacher leaders, School Site Council members, and English Language Advisory Council members reviewed State and Local Assessment data. Based upon achievement trends, we have done the following:

1. Established a teacher leadership team
2. Established a School Site Council
3. Established an English Learner Advisory Committee
4. Created a professional development strategy
5. Integrated the use of technology into daily curriculum design
6. Developed a series of interventions designed to help struggling learners

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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 Norte has used surveys as a means of data collection, outreach, and gathering ideas from community members including families, students and staff to create a welcoming and safe learning environment.

In December 2020 the Youth Truth survey was shared with students in grades 3-5, parents of all students, and all Rio del Norte staff. Some of the key findings were:

- \* 95% of student respondents reported high overall engagement in school
- \* 61% of student respondents reported their teacher wants them to do their best
- \* 94% of student respondents reported knowing there is an adult at school they can talk to when they are feeling upset
- \* 76% of family respondents agreed with the statement "I would recommend my school to parents seeking a school for their child"
- \* 84% of family respondents agreed with the statement "I receive regular feedback about my child's progress".
- \* 92% of staff respondents agreed with the statement "teachers in my school work together to improve instructional practice".

In November of 2021 teachers submitted responses to needs assessments focused on math and ELD. Key findings from these indicate a need and want for continued support in the areas of:

- \* math software professional development
- \* ELD instructional best practices/professional development
- \* ELD curriculum and resources

In December of 2021 Rio del Norte students were surveyed on their ideas for enrichment activities. Key findings from this survey indicate:

- \* desire for more art
- \* desire for craft projects
- \* desire for sports activities

Overall, students, staff and families appear to be engaged and happy with the learning environment at Rio del Norte.

## Classroom Observations

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

Rio del Norte frequent classroom observations, both formal and informal, indicate a high use of IXL software for math and ELA among our classes in grades 3-5 and a need to continue providing professional development in the area of critical thinking instructional practices, developing student communication skills, and improving math literacy. My observations indicate a continued need to support teachers in developing and implementing instructional practices for designated and integrated 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)

Local assessments are used to modify instruction for students not meeting performance goals. These modifications include, but are not limited to, small group instruction, after school tutoring, Saturday school sessions, differentiated instruction, and different teaching resources. Use of standards based IABs throughout the school year provide opportunities for students to become familiar with state assessment tools, formats, and structures that they will be expected to use on the state standardized tests in spring of 2022. All EL students are supported through daily designated ELD instruction and integrated ELD throughout all subject areas.

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

Teachers use curriculum-embedded assessments to gather data on student progress and adjust their instruction accordingly to better meet the needs of students. Teachers use reports from district and site purchased software programs to monitor learning progress and personalize learning plans for students.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

As indicated on the district's Title I Addendum Equity Teacher Report for the 2021-2022 school year there are a total of 26 Rio del Norte teachers. Of these 26 teachers, 25 are appropriately credentialed while only 1 is considered as an inexperienced teacher.

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

Rio del Norte has a sufficiency of credentialed teachers and teacher professional development is provided by the school site and the district's Education Services department. This includes professional development during staff meetings, leadership meetings, and professional learning days. The areas of SEL, instructional practices, and supplemental curriculum aligned to LCAP goals. New teachers have access to the new teacher induction program

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

Rio del Norte staff participate in on-going professional development aligned to their grade level content standards, analyzing student performance assessment results, and resources to supplement adopted curriculum.

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

During staff meetings, after school, and dedicated professional learning times Rio del Norte staff participate in activities to support instructional practices. These activities are led by district TOSAs (teachers on special assignment), counselors, and behavior specialists who are content area experts and instructional coaches. Rio del Norte teachers are also encouraged and supported to participate in other professional development opportunities through avenues such as VCOE, software support, and online resources. Rio del Norte teachers are also engaged in continuous professional development in the area of English Language Development to better support our students who are English learners.

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

Rio del Norte teachers regularly collaborate by grade level through designated professional learning time which is scheduled on the district calendar throughout the school year. Additional grade level collaboration is supported by site administration in areas such as assessment, ELD, science, and other areas as needed.

## Teaching and Learning

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

Rio del Norte teachers use adopted curriculum aligned to grade level state standards. These curricula are supplemented by resources in the form of technology software programs and additional materials such as manipulatives, novels, and other high interest instructional materials.

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

Rio del Norte teachers and administration work together to provide the recommended instructional minutes in the areas of ELA and math for all students grades TK-5.

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

Rio del Norte teaching staff create lesson plans based on grade level standards and student interest aimed at increased student engagement. Teachers have the flexibility to make adjustments based on student needs. This flexibility includes small group instruction, teacher collaboration within and across grade levels. Teachers also provide intervention for students through additional hours for after school tutoring, enrichment activities, and Saturday Academy.

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

Rio del Norte meets full compliance with Williams Act requirements in ensuring availability of grade level, standards-based instructional materials to all groups of students.

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

All students have access to board adopted curriculum and supplemental instructional materials. These materials are purchased at the site and district levels and are aligned to Common Core State Standards (CCSS). Purchase of intervention materials are standards aligned and appropriate for instructional purposes,

## Opportunity and Equal Educational Access

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

Within the regular program Rio del Norte provides services aimed at supporting our underperforming students to meet grade level standards by incorporating small group and individual instruction, differentiated instruction. These services are provided via the use of intervention teachers, one-to-one student devices, and teacher structured class routines.

Evidence-based educational practices to raise student achievement

Rio del Norte engages in a variety of evidence-based educational practices to raise student achievement. Some of these strategies include:

- a) grade level implementation of evidence-based practices and assessments such as Reading Results
- b) schema instruction
- c) visual representations
- d) goal setting with students
- e) metacognition
- f) student to teacher feedback; peer to peer feedback
- g) peer to peer collaboration
- h) questioning to check for understanding
- i) district wide implementation of 5Cs (collaboration, creativity, critical thinking, communication, caring)
- j) summarize and reflect on learning

## Parental Engagement

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

Resources to assist under-achieving students include:

- a) after school tutoring
- b) Saturday Academy
- c) school counselor
- d) district TOSAs
- e) district family liaison provides information and referrals to outside agencies
- f) site level IPT/MTSS teams
- g) after school program for extended day
- h) daily leveled designated ELD design and instruction
- i) daily integrated ELD across subject areas

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)

Rio del Norte has established and will continue to develop opportunities for the involvement of parents, community representatives, and staff to be engaged in planning, implementing, and evaluating our ConApp programs. We currently have an active School Site Council (SSC) and English Learner Advisory Committee (ELAC) who have provided input on programs included in our SPSA.

### Funding

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

Current service being provided by categorical funds to enable our underperforming students to meet standards include after school tutoring, Saturday Academy, and after school clubs.

### Fiscal support (EPC)

Categorical funds are used to improve basic programs offered by Rio del Norte School.

## **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**

#### District Level:

The Rio School District conducted a review of the nine Essential Program Components, but perhaps more importantly, analyzed the demands of state standards to include the Common Core and the district's current capacity to effectively deliver high quality instruction. The goal of the process is to continuously improve instructional practices and to deepen the understanding of Common Core practices necessary to provide ALL students access to a robust course of study.

Rio School District continues to craft a collaborative system that includes district-wide K-8 Curriculum Council, management and principal teams, site-level Professional Learning Communities (PLCs) as well as district level professional development and calibration. This network was effectively utilized throughout the needs assessment process to analyze data, identify priority needs, create action steps, and communicate with stakeholders. Educational Services worked with team members to create long-range goals and strategies (captured in the Local Control Accountability Plan) designed to improve student outcomes and college and career readiness.

#### Site Level:

As part of our professional practice at Rio Del Norte, CAASPP (California Assessment of Student Progress & Performance) data has been reviewed in detail. In particular, a detailed analysis of State and Local Assessment has been reviewed by our stakeholders. Overall reading performance, as measured by local assessments, indicate that improvement in the area of Language Arts and Mathematics is needed.



The principal, teacher leaders, School Site Council members, and English Language Advisory Council members reviewed State and Local Assessment data. Based upon achievement trends, we have done the following:

1. Established a teacher leadership team
2. Established a School Site Council
3. Established an English Learner Advisory Committee
4. Created a professional development strategy
5. Integrated the use of technology into daily curriculum design
6. Developed a series of intervention designed to help struggling learners

# 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	71	68	83
Grade 1	77	68	60
Grade 2	67	76	61
Grade3	87	69	72
Grade 4	92	90	66
Grade 5	78	93	88
<b>Total Enrollment</b>	<b>472</b>	<b>464</b>	<b>430</b>

### Conclusions based on this data:

1. Overall Rio del Norte student enrollment has declined by approximately 25 students since the 2018-2019 school year.
2. Student enrollment has steadily declined over the course of the previous 3 school years.
3. The data shows an overall decline in enrollment for students of color while an increase in enrollment for students identified as white.

# 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	194	163	159	41.1%	35.10%	37.0%
Fluent English Proficient (FEP)	12	8	15	2.5%	1.70%	3.5%
Reclassified Fluent English Proficient (RFEP)	7	3		3.4%	0.60%	

### Conclusions based on this data:

1. The percent of students reclassified annually has decreased.
2. Overall percent of identified EL students has decreased annually.

# 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	96	70	70	92	65	70	92	63	70	95.8	92.9	100.0
Grade 4	74	93	67	74	83	66	74	83	66	100	89.2	98.5
Grade 5	89	88	91	87	84	91	87	84	91	97.8	95.5	100.0
All Grades	259	251	228	253	232	227	253	230	227	97.7	92.4	99.6

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	2381.	2348.	2363.	11.96	3.17	11.43	18.48	6.35	11.43	29.35	30.16	25.71	40.22	60.32	51.43
Grade 4	2414.	2375.	2411.	9.46	2.41	13.64	16.22	14.46	18.18	24.32	10.84	21.21	50.00	72.29	46.97
Grade 5	2441.	2432.	2413.	8.05	7.14	3.30	17.24	17.86	19.78	28.74	22.62	12.09	45.98	52.38	64.84
All Grades	N/A	N/A	N/A	9.88	4.35	8.81	17.39	13.48	16.74	27.67	20.43	18.94	45.06	61.74	55.51

### 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 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	11.96	3.17	10.00	44.57	55.56	61.43	43.48	41.27	28.57
Grade 4	14.86	7.23	10.61	40.54	44.58	57.58	44.59	48.19	31.82
Grade 5	12.64	9.52	5.49	36.78	54.76	54.95	50.57	35.71	39.56
All Grades	13.04	6.96	8.37	40.71	51.30	57.71	46.25	41.74	33.92

### 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.

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	7.61	1.61	4.29	51.09	37.10	41.43	41.30	61.29	54.29
<b>Grade 4</b>	6.76	0.00	6.06	47.30	31.71	48.48	45.95	68.29	45.45
<b>Grade 5</b>	6.98	4.76	2.20	50.00	42.86	32.97	43.02	52.38	64.84
<b>All Grades</b>	7.14	2.19	3.96	49.60	37.28	40.09	43.25	60.53	55.95

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.

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	9.78	4.76	5.71	63.04	69.84	70.00	27.17	25.40	24.29
<b>Grade 4</b>	8.11	3.61	6.06	63.51	69.88	68.18	28.38	26.51	25.76
<b>Grade 5</b>	8.05	14.29	10.99	48.28	64.29	64.84	43.68	21.43	24.18
<b>All Grades</b>	8.70	7.83	7.93	58.10	67.83	67.40	33.20	24.35	24.67

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.

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>	<b>18-19</b>	<b>20-21</b>	<b>21-22</b>
<b>Grade 3</b>	17.39	1.59	5.71	39.13	58.73	62.86	43.48	39.68	31.43
<b>Grade 4</b>	12.16	2.41	6.06	47.30	71.08	63.64	40.54	26.51	30.30
<b>Grade 5</b>	13.79	15.48	6.59	42.53	47.62	51.65	43.68	36.90	41.76
<b>All Grades</b>	14.62	6.96	6.17	42.69	59.13	58.59	42.69	33.91	35.24

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 overall achievement scores in the not meeting standard category has decreased over the three years of data.
2. The overall achievement scores in the standard exceeded and met categories has decreased over the three years of data.

# 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	96	70	70	94	60	70	94	60	70	97.9	85.7	100.0
Grade 4	74	93	67	74	84	67	74	83	67	100	90.3	100.0
Grade 5	89	88	91	88	85	91	88	85	91	98.9	96.6	100.0
All Grades	259	251	228	256	229	228	256	228	228	98.8	91.2	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	2402.	2346.	2376.	5.32	0.00	1.43	32.98	10.00	21.43	24.47	28.33	40.00	37.23	61.67	37.14
Grade 4	2438.	2378.	2434.	6.76	2.41	8.96	24.32	7.23	13.43	29.73	27.71	44.78	39.19	62.65	32.84
Grade 5	2439.	2414.	2427.	5.68	2.35	1.10	7.95	3.53	15.38	29.55	24.71	19.78	56.82	69.41	63.74
All Grades	N/A	N/A	N/A	5.86	1.75	3.51	21.88	6.58	16.67	27.73	26.75	33.33	44.53	64.91	46.49

### 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	14.89	0.00	4.29	40.43	33.33	50.00	44.68	66.67	45.71
Grade 4	12.16	2.41	7.46	27.03	31.33	46.27	60.81	66.27	46.27
Grade 5	9.09	3.53	4.40	19.32	25.88	35.16	71.59	70.59	60.44
All Grades	12.11	2.19	5.26	29.30	29.82	42.98	58.59	67.98	51.75

### 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	14.89	1.67	5.71	55.32	43.33	54.29	29.79	55.00	40.00
Grade 4	12.16	1.20	10.45	43.24	32.53	43.28	44.59	66.27	46.27
Grade 5	6.82	2.35	1.10	36.36	38.82	45.05	56.82	58.82	53.85
All Grades	11.33	1.75	5.26	45.31	37.72	47.37	43.36	60.53	47.37

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	13.83	1.67	7.14	53.19	43.33	65.71	32.98	55.00	27.14
Grade 4	8.11	2.41	7.46	58.11	45.78	56.72	33.78	51.81	35.82
Grade 5	3.41	3.53	1.10	40.91	47.06	58.24	55.68	49.41	40.66
All Grades	8.59	2.63	4.82	50.39	45.61	60.09	41.02	51.75	35.09

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. Overall, grades 3 and 4 have higher percentages of students exceeding and meeting math standards.
2. Concepts and procedures subtest has historically been the highest percentage of students not meeting the standard.

# 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
<b>K</b>	1431.0	1404.4	1408.0	1438.7	1420.6	1418.7	1412.8	1366.4	1383.0	32	20	30
<b>1</b>	1417.7	1415.2	1420.1	1428.9	1438.7	1444.8	1406.2	1391.1	1394.7	25	22	19
<b>2</b>	1481.5	1464.6	1437.7	1494.6	1469.7	1466.7	1467.8	1459.1	1408.0	37	30	22
<b>3</b>	1505.4	1474.8	1478.9	1508.2	1478.3	1481.2	1502.0	1470.8	1476.2	48	27	32
<b>4</b>	1534.9	1495.7	1507.1	1529.9	1492.3	1502.7	1539.5	1498.7	1511.0	27	41	27
<b>5</b>	1521.2	1513.2	1520.7	1522.2	1517.8	1522.4	1519.8	1508.2	1518.5	35	33	36
<b>All Grades</b>										204	173	166

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
<b>K</b>	12.50	10.00	6.67	46.88	20.00	40.00	37.50	45.00	36.67	3.13	25.00	16.67	32	20	30
<b>1</b>	4.00	0.00	0.00	24.00	18.18	26.32	44.00	45.45	52.63	28.00	36.36	21.05	25	22	19
<b>2</b>	13.51	3.33	0.00	43.24	40.00	45.45	37.84	43.33	27.27	5.41	13.33	27.27	37	30	22
<b>3</b>	29.17	7.69	6.25	35.42	23.08	34.38	14.58	42.31	37.50	20.83	26.92	21.88	48	26	32
<b>4</b>	40.74	17.07	18.52	33.33	21.95	37.04	22.22	46.34	25.93	3.70	14.63	18.52	27	41	27
<b>5</b>	37.14	30.30	19.44	28.57	18.18	27.78	14.29	24.24	41.67	20.00	27.27	11.11	35	33	36
<b>All Grades</b>	23.53	12.79	9.64	35.78	23.84	34.94	26.96	40.70	36.75	13.73	22.67	18.67	204	172	166

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
<b>K</b>	15.63	5.00	10.00	56.25	45.00	46.67	25.00	30.00	30.00	3.13	20.00	13.33	32	20	30
<b>1</b>	4.00	4.55	10.53	44.00	31.82	52.63	36.00	50.00	26.32	16.00	13.64	10.53	25	22	19
<b>2</b>	37.84	13.33	18.18	40.54	40.00	40.91	18.92	46.67	27.27	2.70	0.00	13.64	37	30	22
<b>3</b>	45.83	19.23	25.00	29.17	38.46	40.63	2.08	26.92	21.88	22.92	15.38	12.50	48	26	32
<b>4</b>	62.96	19.51	33.33	22.22	58.54	40.74	11.11	14.63	18.52	3.70	7.32	7.41	27	41	27
<b>5</b>	48.57	39.39	30.56	25.71	27.27	58.33	8.57	15.15	8.33	17.14	18.18	2.78	35	33	36
<b>All Grades</b>	37.25	18.60	22.29	35.78	41.28	46.99	15.20	28.49	21.08	11.76	11.63	9.64	204	172	166

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
<b>K</b>	12.50	10.00	3.33	31.25	10.00	10.00	46.88	40.00	66.67	9.38	40.00	20.00	32	20	30
<b>1</b>	4.00	0.00	0.00	20.00	9.09	5.26	36.00	22.73	26.32	40.00	68.18	68.42	25	22	19
<b>2</b>	5.41	3.33	0.00	32.43	33.33	27.27	32.43	36.67	18.18	29.73	26.67	54.55	37	30	22
<b>3</b>	18.75	0.00	3.13	29.17	15.38	12.50	29.17	50.00	43.75	22.92	34.62	40.63	48	26	32
<b>4</b>	25.93	14.63	14.81	29.63	17.07	14.81	40.74	24.39	40.74	3.70	43.90	29.63	27	41	27
<b>5</b>	5.71	9.09	8.33	28.57	21.21	16.67	42.86	30.30	47.22	22.86	39.39	27.78	35	33	36
<b>All Grades</b>	12.25	6.98	5.42	28.92	18.60	14.46	37.25	33.14	42.77	21.57	41.28	37.35	204	172	166

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
<b>K</b>	12.50	5.00	13.33	78.13	70.00	73.33	9.38	25.00	13.33	32	20	30
<b>1</b>	28.00	13.64	31.58	44.00	77.27	63.16	28.00	9.09	5.26	25	22	19
<b>2</b>	43.24	20.00	13.64	54.05	70.00	81.82	2.70	10.00	4.55	37	30	22
<b>3</b>	33.33	11.54	25.00	45.83	65.38	50.00	20.83	23.08	25.00	48	26	32
<b>4</b>	51.85	24.39	44.44	40.74	63.41	48.15	7.41	12.20	7.41	27	41	27
<b>5</b>	14.29	27.27	19.44	65.71	54.55	72.22	20.00	18.18	8.33	35	33	36
<b>All Grades</b>	30.39	18.60	24.10	54.90	65.70	64.46	14.71	15.70	11.45	204	172	166

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
<b>K</b>	21.88	20.00	16.67	75.00	60.00	60.00	3.13	20.00	23.33	32	20	30
<b>1</b>	0.00	9.09	15.79	80.00	68.18	63.16	20.00	22.73	21.05	25	22	19
<b>2</b>	32.43	10.00	22.73	64.86	90.00	59.09	2.70	0.00	18.18	37	30	22
<b>3</b>	58.33	30.77	28.13	20.83	53.85	62.50	20.83	15.38	9.38	48	26	32
<b>4</b>	62.96	34.15	29.63	29.63	56.10	62.96	7.41	9.76	7.41	27	41	27
<b>5</b>	65.71	59.38	63.89	17.14	21.88	30.56	17.14	18.75	5.56	35	32	36
<b>All Grades</b>	42.65	29.24	31.93	45.10	57.31	54.82	12.25	13.45	13.25	204	171	166

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
<b>K</b>	3.13	5.00	6.67	84.38	60.00	76.67	12.50	35.00	16.67	32	20	30
<b>1</b>	12.00	0.00	5.26	44.00	27.27	15.79	44.00	72.73	78.95	25	22	19
<b>2</b>	8.11	10.00	4.55	59.46	53.33	50.00	32.43	36.67	45.45	37	30	22
<b>3</b>	16.67	0.00	3.13	50.00	34.62	46.88	33.33	65.38	50.00	48	26	32
<b>4</b>	22.22	17.07	14.81	51.85	34.15	44.44	25.93	48.78	40.74	27	41	27
<b>5</b>	14.29	9.09	8.33	60.00	45.45	52.78	25.71	45.45	38.89	35	33	36
<b>All Grades</b>	12.75	8.14	7.23	58.33	41.86	50.00	28.92	50.00	42.77	204	172	166

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
<b>K</b>	59.38	20.00	10.34	28.13	30.00	65.52	12.50	50.00	24.14	32	20	29
<b>1</b>	8.00	4.55	0.00	56.00	36.36	63.16	36.00	59.09	36.84	25	22	19
<b>2</b>	5.41	10.00	9.09	67.57	60.00	40.91	27.03	30.00	50.00	37	30	22
<b>3</b>	20.83	3.85	3.13	58.33	65.38	71.88	20.83	30.77	25.00	48	26	32
<b>4</b>	40.74	9.76	25.93	59.26	51.22	51.85	0.00	39.02	22.22	27	41	27
<b>5</b>	11.43	6.06	13.89	68.57	57.58	72.22	20.00	36.36	13.89	35	33	36
<b>All Grades</b>	23.53	8.72	10.91	56.86	51.74	62.42	19.61	39.53	26.67	204	172	165

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 number of students tested has decreased by approximately 10%.
2. The number of students reaching level 4 proficiency has significantly declined.
3. Reading and writing are areas to focus on in order to move more students into the well-developed level.

# 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
<b>430</b>	<b>55.3</b>	<b>37.0</b>	<b>0.2</b>
Total Number of Students enrolled in Rio Del Norte Elementary.	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	159	37.0
Foster Youth	1	0.2
Homeless	36	8.4
Socioeconomically Disadvantaged	238	55.3
Students with Disabilities	71	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.7
American Indian	1	0.2
Asian	5	1.2
Filipino	9	2.1
Hispanic	377	87.7
Two or More Races	2	0.5
Pacific Islander		
White	20	4.7

**Conclusions based on this data:**

1. Students identified as Hispanic comprise a large segment of our student population.
2. Students identified as EL students comprise approximately 35% of our student population.
3. The majority of our students are identified as socioeconomically disadvantaged.

# 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 Very Low Lowest Performance	2 Low	3 Medium	4 High	5 Very High Highest Performance
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### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b> 1 Very Low	<b>Chronic Absenteeism</b> 1 Very High	<b>Suspension Rate</b> 4 Low
<b>Mathematics</b> 2 Low		
<b>English Learner Progress</b> 2 Low		

#### Conclusions based on this data:

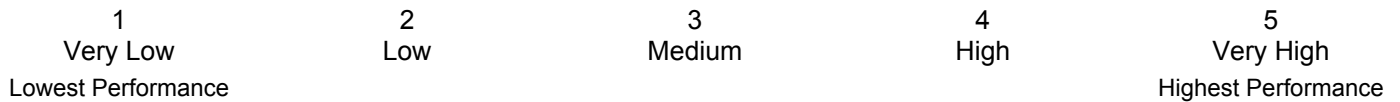
1. Based on this data, chronic absenteeism is an area to be addressed.
2. Students performed higher in math than ELA

# School and Student Performance Data

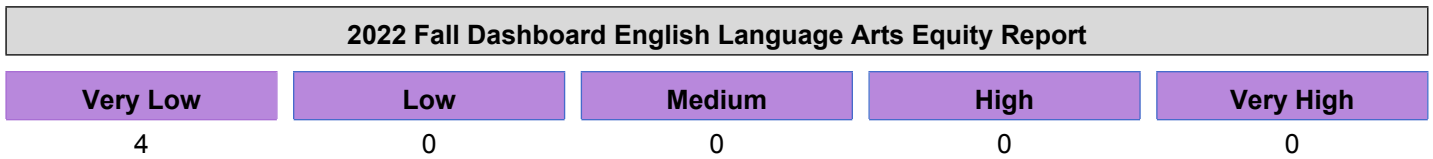
## Academic Performance English Language Arts

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														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 Very Low</td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">71.1 points below standard</td> </tr> <tr> <td style="text-align: center;">219 Students</td> </tr> </tbody> </table>	All Students	1 Very Low	71.1 points below standard	219 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 Very Low</td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">99.0 points below standard</td> </tr> <tr> <td style="text-align: center;">96 Students</td> </tr> </tbody> </table>	English Learners	1 Very Low	99.0 points below standard	96 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 No Performance Level</td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">103.6 points below standard</td> </tr> <tr> <td style="text-align: center;">22 Students</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	103.6 points below standard	22 Students
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Homeless														
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Students with Disabilities														
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38 Students														

**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
0 No Performance Level 6 Students	0 No Performance Level 1 Student	0 No Performance Level 3 Students	0 No Performance Level 5 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
1 Very Low 77.5 points below standard 192 Students	0 No Performance Level 1 Student		0 No Performance Level 34.5 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 English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
106.3 points below standard 91 Students	5 Students	50.9 points below standard 119 Students

**Conclusions based on this data:**

1. As a group, reclassified students made progress in meeting grade level standards for ELA.
2. As a group, EL students made some progress towards meeting grade level ELA standards.
3. EO students had a decline in the percent of them meeting or exceeding standards.

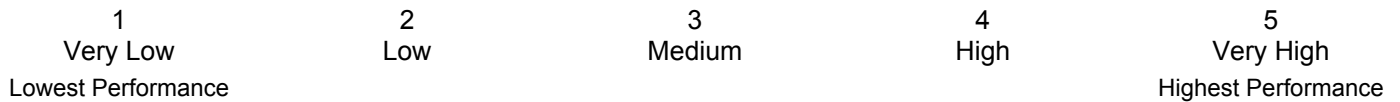


# School and Student Performance Data

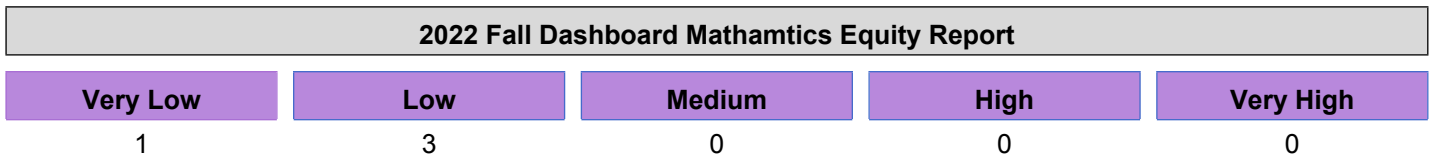
## Academic Performance Mathematics

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;">69.8 points below standard</td> </tr> <tr> <td style="text-align: center;">219 Students</td> </tr> </tbody> </table>	All Students	2 Low	69.8 points below standard	219 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;">89.5 points below standard</td> </tr> <tr> <td style="text-align: center;">96 Students</td> </tr> </tbody> </table>	English Learners	2 Low	89.5 points below standard	96 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;">82.4 points below standard</td> </tr> <tr> <td style="text-align: center;">22 Students</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	82.4 points below standard	22 Students
All Students														
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Students with Disabilities														
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130.2 points below standard														
38 Students														

**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
0 No Performance Level 6 Students	0 No Performance Level 1 Student	0 No Performance Level 3 Students	0 No Performance Level 5 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
2 Low 72.6 points below standard 192 Students	0 No Performance Level 1 Student		0 No Performance Level 67.5 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**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
93.1 points below standard 91 Students	5 Students	56.7 points below standard 119 Students

**Conclusions based on this data:**

1. Reclassified students scored higher on the math CAASPP than their EO counterparts.
2. EL students demonstrated progress toward math standards.

# 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;">2 Low</td> </tr> <tr> <td style="text-align: center;">42.2 making progress towards English language proficiency</td> </tr> <tr> <td style="text-align: center;">Number of EL Students: 128 Students Performance Level: 2</td> </tr> </tbody> </table>		English Learner Progress	2 Low	42.2 making progress towards English language proficiency	Number of EL Students: 128 Students Performance Level: 2
English Learner Progress					
2 Low					
42.2 making progress towards English language proficiency					
Number of EL Students: 128 Students Performance Level: 2					

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
26	48	4	50

### Conclusions based on this data:

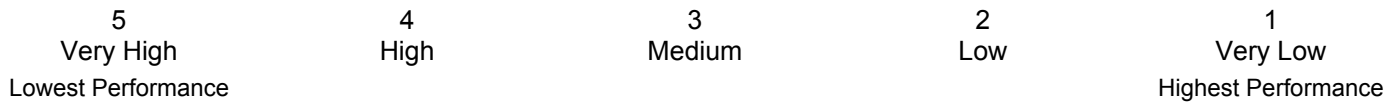
1. Nearly 50% of EL students progressed at least 1 level on the ELPAC.
2. Slightly less than 10% of EL students maintained a level 4 on the ELPAC.
3. Approximately half of students made progress towards English language proficiency.

# School and Student Performance Data

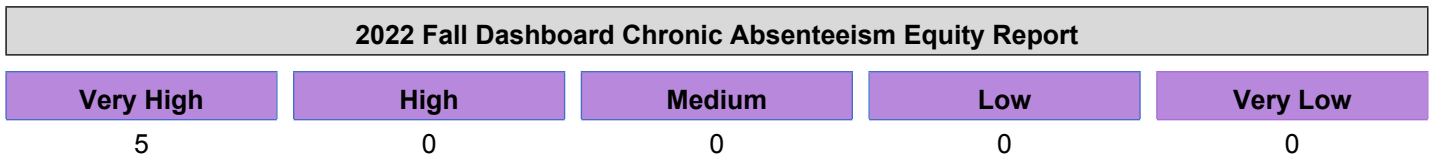
## Academic Engagement Chronic Absenteeism

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														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 Very High</td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">32.3% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">461 Students</td> </tr> </tbody> </table>	All Students	1 Very High	32.3% Chronically Absent	461 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 Very High</td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">29.8% Chronically Absent</td> </tr> <tr> <td style="text-align: center;">171 Students</td> </tr> </tbody> </table>	English Learners	1 Very High	29.8% Chronically Absent	171 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 No Performance Level</td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">Less than 11 Students</td> </tr> <tr> <td style="text-align: center;">1 Student</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	Less than 11 Students	1 Student
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**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p align="center">0 No Performance Level 11.8% Chronically Absent 17 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 1 Student</p>	<p align="center">0 No Performance Level Less than 11 Students 5 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 9 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p align="center">1 Very High 32.4% Chronically Absent 404 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 2 Students</p>		<p align="center">0 No Performance Level 43.5% Chronically Absent 23 Students</p>

**Conclusions based on this data:**

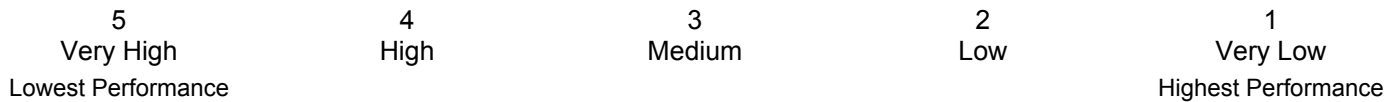
1. There has been an overall decline in the chronic absenteeism rate.
2. This data shows significant declines in chronic absenteeism for white students.

# School and Student Performance Data

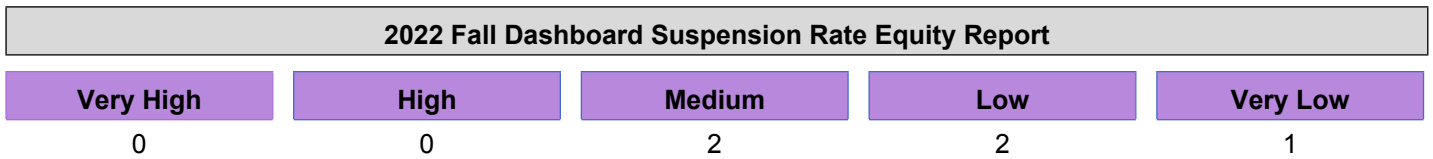
## Conditions & Climate Suspension Rate

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		
<b>All Students</b>  4 Low 0.8% suspended at least one day 481 Students	<b>English Learners</b>  3 Medium 1.1% suspended at least one day 177 Students	<b>Foster Youth</b>  0 No Performance Level Less than 11 Students 1 Student
<b>Homeless</b>  3 Medium 2.5% suspended at least one day 40 Students	<b>Socioeconomically Disadvantaged</b>  4 Low 0.7% suspended at least one day 290 Students	<b>Students with Disabilities</b>  5 Very Low 0% suspended at least one day 89 Students

**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p align="center">0 No Performance Level 0% suspended at least one day 18 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 1 Student</p>	<p align="center">0 No Performance Level Less than 11 Students 5 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 9 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p align="center">4 Low 1% suspended at least one day 418 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 2 Students</p>		<p align="center">0 No Performance Level 0% suspended at least one day 28 Students</p>

**Conclusions based on this data:**

1. There has been an overall decline in suspension rates
2. The suspension rate for students identified as homeless declined significantly.
3. Although students of other ethnicities are not large numbers of the student population, it would be helpful to be able to analyze data related to their suspension rates to ensure equity when making general statements about the school's enrollment.

# 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 Arts (ELA)

## 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, and Caring. This goal also builds on providing extra supports toward priorities aligned with pupil outcomes and conditions of learning. This goal 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.

## Goal 1

By June 2023, 100% of Rio del Norte students in grades TK-5 will use software, technology, books, materials, and lived experiences to support a 5% increase in the number of students meeting or exceeding grade level standards in English language arts as measured by the California Assessment of Student Performance and Progress (CAASPP).

## Identified Need

Data from the 2020-2021 school year show 17.8% of Rio del Norte students in grades 3-5 met or exceeded the state standards on the ELA portion of the CAASPP.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 3rd - 5th grade test scores in ELA	17.8% proficiency rate from 2020-2021 school year	22.8 % of students will meet or exceed grade level proficiency on ELA portion of CAASPP
local assessments (BPST, LRP)	Data collected from the 2021-2022 school year will serve as baseline for next year	Although K-2 students do not take the CAASPP there is a need to monitor their progress towards grade level standards and gather formative data

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 students in grades 3-5

### Strategy/Activity

Research indicates that student goal setting shows "promising evidence" (Tier III) as an intervention for contributing to positive student outcomes.



Rio del Norte administrator, counselor and classroom teachers will engage in goal setting conversations with all students in grades 3-5 throughout the academic year to strengthen student engagement in and ownership of their education and future. Student achievement data and grade level standards data will be integrated into these conversations as foundations for goal setting, progress monitoring, and recognition for goal attainment.

### **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)

### **Strategy/Activity 2**

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

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

Unique populations: students designated as English learners, foster youth, homeless, SPED

#### Strategy/Activity

Rio del Norte teachers will provide strategic intervention instruction during after school tutoring sessions.

A. After school instructional time will provide opportunities for small group and individual student support focused on improvement of ELA skills, specifically reading comprehension and writing.

B. Professional development including, but not limited to, CRLP/Reading Results, RALLI and integrated ELD strategies, will be provided for teachers to build their capacity to better meet the individual needs of students.

C. Supplemental classroom materials will be provided for tutoring sessions.

### **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 3**

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

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

All students

#### Strategy/Activity

Development of literacy skills for all Rio del Norte students involves a multi-pronged approach and supports.

All students will benefit from access to a variety of ELA instructional practices and supports. These will focus on literacy based materials and activities, both in digital and physical formats, to support skills development and engagement through the 5Cs(collaboration, critical thinking, creativity, communication, and caring).

These schoolwide supplemental ELA materials, resources, activities, and software include:

- A. Technology integration with software such as IXL ELA, IXL Social Studies, A-Z reader, Starfall, Brainpop, Scholastic News, Storyworks, Scholastic Jr.
- B. Class sets of high interest grade level novels
- C. Spelling Bee at class and school levels
- D. Fieldtrips that support class projects/units of study/STEAM
- E. Credentialed teachers who provide "push-in" services for:
  - 1. all general education and SPED kindergarten (2 hours per class daily for 135 of the 180 school days) - centralized service
  - 2. all general education and SPED transitional kindergarten classes (1 hour per class daily for 135 of the 180 school days) - centralized service
  - 3. all general education first grade classes
- F. Strategic use of SBAC mirror assessments such as IABs and FIABs to prepare students in grades 3-5 to become more familiar with academic language, question types/formats, and embedded assessment tools they will encounter during the administration of ELA, math, and science state standardized tests.
  - 1. The IABs and FIABs will be used as formative assessments by teachers as part of their CAASPP preparedness plan

**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)
15,000	Title I
2,500	LCFF activities 3C and 3D

**Strategy/Activity 4**

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

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

Unique populations: students designated as English learners, foster youth, homeless, SPED

### Strategy/Activity

Rio del Norte Saturday Academy will be hosted several times throughout the school year for 3.5 hours per academy date.

(dates TBD)

- A. Special invitations to attend for students in our unique populations categories
- B. Attendance Recovery allow for students to make up unexcused absences
- C. STEAM - activities will integrate ELA, Math, Science, Art, and ELD through project based sessions including on campus gardening, robotics, circuits, guest presentations, and field trips

### 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)

16,500

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 students

### Strategy/Activity

Analysis, evaluation and plan for improvement of current Multi-Tiered System of Support (MTSS) implemented at Rio del Norte with the goal of developing a shared set of skills to provide short-term and long-term student support in the areas of academic achievement as well as health and wellness. Research shows teacher efficacy is strengthened through on-going, focused and dedicated collaboration time.

- A. Provide opportunities for teacher collaboration time to reflect on and plan for student literacy progress.
- B. Professional development with district TOSAs in the areas of ELA and science to support literacy and ELD.
  - 1. Release time during the school day when substitutes are available
  - 2. After school hours, teachers will be compensated
  - 3. Summer Institute or intersession PD, teachers will be compensated

C. Substitute coverage for IPT Marathon Days, IEP Marathon Days, grade level data chats and planning

D. Compensation for IPT/CARE facilitator(s)

### **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)

5,000.00

LCFF

### **Strategy/Activity 6**

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

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

Strategy/Activity

### **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)

## **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.

Due to the pandemic there was a significant lack of in-person instruction over the course of the last two academic years. As a result some of the strategies/activities were not implemented thus impacting the articulated goal. The impact is evidenced by a decrease in the percent of 3-5 grade students who met or exceeded ELA standards as measured by CAASPP from 25% in the 2018-2019 school year to 19.5% in the 2020-2021 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.

Due to the lack of in-person instruction the 2020-2021 budget for Rio del Norte SPSA had a surplus. The budgeted expenditures for items such as: after school tutoring, on campus parent involvement events, after school program supports, and implementation of a college going culture were not realized due to the limited capacity in-person instruction and on-campus activity.

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.

Rio del Norte is working towards supporting students, staff, and families for the transition back to in-person instruction with the realization that staff will need professional development and resources to accelerate learning this year to mitigate the effects of nearly 2 years on distance learning. Changes in this SPSA are in the form of professional development in the areas of:

- 1) accelerated learning
- 2) designated ELD
- 3) on-going, focused collaboration with district TOSAs

# 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

Mathematics

## 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, and Caring. This goal also builds on providing extra supports toward priorities aligned with pupil outcomes and conditions of learning. This goal 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.

## Goal 2

By June 2023, 100% of Rio del Norte students in grades TK-5 will use software, technology, books, materials, and lived experiences to support a 5% increase in the number of students meeting or exceeding the grade level mathematics standards as measured by the California Assessment of Student Performance and Progress (CAASPP).

## Identified Need

Data from the 2020-2021 school year shows 8.33% of Rio del Norte students in grades 3-5 met or exceeded the state standards on the mathematics portion of the CAASPP.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	8.33%	13.3%

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 Students

### Strategy/Activity

Research indicates that student goal setting is a positive contributor as an intervention towards improved student learning outcomes. Rio del Norte administrator, counselor and classroom teachers will engage in goal setting conversations with all students in grades 3-5 throughout the academic year to strengthen student engagement in and ownership of their education and future. Student achievement data and grade level standards data will be integrated into these conversations as foundations for goal setting, progress monitoring, and recognition for goal attainment.

## 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)

## Strategy/Activity 2

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

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

Unique populations: students designated as English learners, foster youth, homeless, SPED

### Strategy/Activity

Rio del Norte teachers will provide strategic intervention instruction during after school tutoring sessions.

A. After school instructional time will provide opportunities for small group and individual student support focused on improvement of foundational math skills, number sense, and math reasoning.

B. Professional development will be provided for teachers to build their capacity to better meet the individual needs of students.

C. Supplemental classroom materials will be provided for tutoring sessions.

## 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)

costs captured in goal 1

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

Purchase supplemental math software, materials and resources to develop foundational math skills, number sense, deepen math understanding, critical thinking, and application of math skills.

Development of math skills for all Rio del Norte students involves a multi-pronged approach and supports.

All students will benefit from access to a variety of mathematics instructional practices and supports. These will focus on building and strengthening math skills through engaging materials and activities, both in digital and physical formats, to support skills development, skills application, and engagement through the 5Cs(collaboration, critical thinking, creativity, communication, and caring).

These school wide supplemental math materials, resources, activities, and software include:

- A. Technology integration with software including, but not limited to: IXL math, Starfall, Reflex Math
- B. hands on manipulatives
- C. Field trips that support class projects/units of study/STEAM
- D. Credentialed teachers who provide intervention support for:
  - 1. all general education and SPED kindergarten (2 hours per class daily for 135 of the 180 school days)
  - 2. all general education and SPED transitional kindergarten classes (1 hour per class daily for 135 of the 180 school days)
  - 3. general education students in grades 1-5
- E. Strategic use of SBAC mirror assessments such as IABs and FIABs to prepare students in grade 3-5 to become more familiar with academic language, question types/formats, and embedded assessment tools they will encounter during the administration of ELA, math, and science state standardized tests.
  - 1. The IABs and FIABs will be used throughout each trimester as formative assessments by teachers as part of their CAASPP preparedness plan.

**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)

captured in goal 1

**Strategy/Activity 4**

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

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

Unique populations: students designated as English learners, foster youth, homeless, SPED

Strategy/Activity

Rio del Norte Saturday Academy will be hosted several times throughout the school year for 3.5 hours per academy date.  
( dates TBD)

- A. Special invitations to attend for students in our unique populations categories
- B. Attendance Recovery allow for students to make up unexcused absences



C. STEAM - activities will integrate ELA, Math, Science, Art, and ELD through project based sessions including on campus gardening, robotics, circuits, guest presentations, and field trips

### 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)

captured in goal 1

### Strategy/Activity 5

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

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

All students

Strategy/Activity

Measure student growth in mathematics for grades TK-2 with a baseline assessment to be administered at the beginning, middle, and end of the school year by using a common assessment. Sourcing and vetting such a tool may involve:

- A) Teacher piloting of materials
- B) Professional development

### 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)

2,500

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.

Due to the pandemic there was a significant lack of in-person instruction over the course of the last two academic years. As a result some of the strategies/activities were not implemented thus impacting the articulated goal. The impact is evidenced by a decrease in the percent of 3-5 grade students who met or exceeded math standards as measured by CAASPP from 27.7% in the 2018-2019 school year to 8.3% in the 2021-2021 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.

Due to the lack of in-person instruction the 2020-2021 budget for Rio del Norte SPSA had a surplus. The budgeted expenditures for items such as: after school tutoring, on campus parent involvement events, after school program supports, and implementation of a college going culture were not realized due to the limited capacity in-person instruction and on-campus activity.

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.

Rio del Norte is working towards supporting students, staff, and families for the transition back to in-person instruction with the realization that staff will need professional development and resources to accelerate learning this year to mitigate the effects of nearly 2 years on distance learning. Changes in this SPSA are in the form of professional development in the areas of:

- 1) accelerated learning
- 2) designated ELD
- 3) on-going, focused collaboration with district TOSAs

An additional change is in the form of determining a baseline math assessment to used with TK-2 students for the 2022-2023 school year.

# 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

ELD (English Language Development)

## LEA/LCAP Goal

Goal 3 addresses the unique needs of students designated as English learners. The objective is to increase the percentage of EL students making progress in attaining one level of English language level growth as well as increase the number of EL students being reclassified by the end of 5th grade.

## Goal 3

By June 2023, the percentage of students who score at a level 4 on the ELPAC (English Language Proficiency Assessment) will increase by 5% and the percentage of students who are English learners and meet or exceed grade level ELA standards on the CAASPP will increase by 5%.

## Identified Need

In 2018/2019 the percent of English Learner students who met or exceeded the standard was less than 20%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	19.7%	25%

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 Learner Students

### Strategy/Activity

Teachers will implement designated ELD instruction at students' proficiency level using resources, materials, and software to increase student English proficiency in listening, reading, speaking, and writing.

### 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	LCFF

## Strategy/Activity 2

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

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

English Learner Students

### Strategy/Activity

Professional development specific to English language acquisition for Rio del Norte staff to include, but not limited to:

- A) District TOSAs in ELA and ELD will provide professional development for teachers to deepen their understanding and practice in ELD instruction.
- B) compensation to teachers to attend PD after school hours
- C) funds to cover substitute teacher costs to release teachers for PD during the school day
- D) compensation for teachers who attend the ELD Summer Institute
- E) Other professional development focused on English language acquisition, instructional practices and resources.

### 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)

2,500.00

LCFF

12,500.00

Title I

## Strategy/Activity 3

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

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

EL students

### Strategy/Activity

Rio del Norte teachers will provide strategic intervention instruction during after school tutoring sessions.

- A. After school instructional time will provide opportunities for small group and individual student support focused on improvement of English skills
- B. Professional development will be provided for teachers to build their capacity to better meet the individual needs of students.
- C. Supplemental classroom materials will be provided for tutoring sessions.

**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)

[Empty box for Amount(s)]

captured in goal 1

**Strategy/Activity 4**

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

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

EL students

**Strategy/Activity**

Rio del Norte Saturday Academy will be hosted several times throughout the school year for 3.5 hours per academy date.  
(dates TBD)

- A. Special invitations to attend for students in our unique populations categories
- B. Attendance Recovery allow for students to make up unexcused absences
- C. STEAM - activities will integrate ELA, Math, Science, Art, and ELD through project based sessions including on campus gardening, robotics, circuits, guest presentations, and field trips

**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)

[Empty box for Amount(s)]

captured in goal 1

# 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.

Due to the pandemic there was a significant lack of in-person instruction over the course of the last two academic years. As a result some of the strategies/activities were not implemented thus impacting the articulated goal. The impact is evidenced by a decrease in the percent of students who were reclassified as English proficient from 5.2% in the 2018-2019 school year to 1.7% in the 2021-2021 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.

Due to the lack of in-person instruction the 2020-2021 budget for Rio del Norte SPSA had a surplus. The budgeted expenditures for items such as: after school tutoring, on campus parent involvement events, after school program supports, and implementation of a college going culture were not realized due to the limited capacity in-person instruction and on-campus activity.

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.

Rio del Norte is working towards supporting students, staff, and families for the transition back to in-person instruction with the realization that staff will need professional development and resources to accelerate learning this year to mitigate the effects of nearly 2 years on distance learning. Changes in this SPSA are in the form of professional development in the areas of:

- 1) accelerated learning
- 2) designated ELD
- 3) on-going, focused collaboration with district TOSAs

# 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

Learning Environment

## LEA/LCAP Goal

LCAP Goal 3 addresses pupil student engagement in order to build on and enhance enriching opportunities to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, and Caring. This focus goal provides extra support for expanding social and emotional support for students by ensuring positive school climate and improved attendance and suspension rates.

## Goal 4

Rio del Norte will create a welcoming and safe learning environment where students are connected to and engaged in the school community and its members.

## Identified Need

Rio del Norte students would benefit from programs, routines, activities and resources to support their social emotional well being as we aim to build a learning community for all students and families. Data from surveys, parent meetings, student feedback and teacher input indicate students respond positively to increased one to one personal interactions as well as engaging group activities to build a sense of belonging. Recommendations for counseling and administrative support from teachers and requests for those supports from families indicates a need for continued and expanded measures to meet the needs of Rio del Norte students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth survey	95% of students feel engaged	97%
California Schools Dashboard - attendance	11.2 chronic absenteeism rate (2021)	8%
California Schools Dashboard - suspension	0.8%	0.5%
California Schools Dashboard - expulsion	0	0
School local indicator - # of contacts with school counselor	2021- 2022 school year will serve as the baseline year	

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 Students

### Strategy/Activity

Provide multi-layers of SEL support for students through:

- A) frequent teacher-led SEL activities such as circles, meditation, focus strategies, yoga
- B) counselor-led group sessions, one-to-one sessions
- C) community resource referrals
- D) library materials focused on SEL themes and student interest
- E) parent resource space and materials integrated into the school library
- F) activities to promote and engage in physical activity, play, and positive interpersonal relationships

Staff Professional development for SEL such as:

- A) CHAMPS
- B) Restorative Practices

CARE/IPT - Intervention Progress Team support as part of our overall MTSS

- A) funds to cover substitute teacher costs
- B) professional development
- C) parent materials to support students at home

### 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)

15,000

Source(s)

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 Students

### Strategy/Activity

Host assemblies to recognize student achievement throughout the school year in areas such as, but not limited to:

- A) perseverance
- B) improvement in academics and behavior
- C) kindness
- D) reclassification in English language proficiency
- E) academic excellence
- F) 5Cs (communication, collaboration, creativity, caring, critical thinking)

Host special events throughout the school year to build community and model characteristics of inclusion and good citizenship such as, but not limited to:

- A) Kindness Week, International Peace Day
- B) Hispanic Heritage month, Black History month, Women's History month, Asian American Heritage month



C) Spirit Days

Host special events and assemblies throughout the school year to support student safety, good health, and overall wellness include, but are not limited to:

- A) Red Ribbon Week
- B) My Body Belongs to Me workshop
- C) Kaiser Permanente Educational Theater workshops
- D) City of Oxnard performance series

**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)

2,500

Source(s)

Title I

**Strategy/Activity 3**

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

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

All students

Strategy/Activity

Rio del Norte will provide community building activities, virtual and in-person when safe, aimed at building and strengthening partnerships between the school and home. Students will be able to lead activities and share their learning with parents and family members.

- A) Family Nights (math, reading, STEAM, cultural, writing, technology, games, art, movies, etc.)
- B) Student performances (winter holiday program, Cinco de Mayo, etc.)
- C) Spring Carnival/Festival

**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)

2,500

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)

At-risk Students

Strategy/Activity

Outreach to students and families experiencing school attendance issues:

- A) Re-engagement meetings
- B) SART I and SART II 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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**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Rio del Norte will use vacant classrooms in creative ways to provide students with safe, relaxing and structured alternatives to the playground or classroom when needed.

- A) Eagles Wellness Center
  1. credentialed staff to supervise
  2. comfortable furnishings
  3. mindfulness activities/supplies
  4. board games (chess, checkers, etc.)
  5. craft project materials

**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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6,965

LCFF

10,126

Title I

**Strategy/Activity 6**

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

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

At-risk Students

Strategy/Activity

Rio del Norte focuses on the partnership between school and family by hosting or providing resources for parent education opportunities:  
A. ELPAC/Re-classification criteria  
B. CAASPP Preparedness  
C. Student Mental Health  
D. Accelerating student learning

**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)

250.00

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 students

Strategy/Activity

Provide school counselor with funding to support district and school initiatives focused on student well-being.  
A) Welcome Kits for our students who are in foster care system or homeless  
B) materials and supplies to support diversity and inclusion initiatives  
C) professional development to build their capacity as counselors  
D) materials

**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)

2,000.00

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 students

## Strategy/Activity

Create, expand, and maintain additional outdoor learning spaces where students will engage in STEAM activities that connect them to their learning environment and contribute to building a community.

These areas will include:

- a) revitalization of Rio del Norte Kindness Garden
- b) revitalization and expansion of Rio del Norte working garden to include amenities: sinks, compost bins, storage sheds, tools, seating areas

## 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)

12,000.00

Source(s)

LCFF

# 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.

Due to the pandemic there was a significant lack of in-person instruction over the course of the last two academic years. As a result some of the strategies/activities were not implemented thus impacting the articulated goal. The impact is evidenced in the challenges related to student behavior in terms of separation issues, peer relationships, and focus issues.

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

Due to the lack of in-person instruction the 2020-2021 budget for Rio del Norte SPSA had a surplus. The budgeted expenditures for items such as: after school tutoring, on campus parent involvement events, after school program supports, and implementation of a college going culture were not realized due to the limited capacity in-person instruction and on-campus activity.

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.

Rio del Norte is working towards supporting students, staff, and families for the transition back to in-person instruction with the realization that staff will need professional development and resources to meet the needs of students.

- 1) trauma informed practices
- 2) re-engaging students and families
- 3) establishing locations throughout the campus aimed at creating a caring, calming, inclusive community

# 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	\$130,602
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$117,841.00

## 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	\$81,376.00

Subtotal of additional federal funds included for this school: **\$81,376.00**

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 (\$)
LCFF	\$36,465.00

Subtotal of state or local funds included for this school: **\$36,465.00**

Total of federal, state, and/or local funds for this school: **\$117,841.00**

# 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
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## Expenditures by Funding Source

Funding Source	Amount
LCFF	36,465.00
Title I	81,376.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	36,465.00
	Title I	81,376.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,000.00
Goal 2	2,500.00
Goal 3	20,000.00
Goal 4	51,341.00

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Leslie Pimentel	Principal
Lisette Garcia	Classroom Teacher
William Almstrom	Classroom Teacher
Maria Perez	Other School Staff
Sarahi Jimenez	Parent or Community Member
Xenia Rodriguez	Parent or Community Member
Erica Mendoza	Parent or Community Member
Albino Barretto	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**

	English Learner Advisory Committee
	Other: School Site Council

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 5, 2022.

Attested:



Principal, Leslie Pimentel on May 6, 2022
SSC Chairperson, Sarahi Jimenez on May 6, 2022