



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 Lindo Elementary School	56-72561-6055503	4/27/2022	

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
The Rio Lindo Single Plan for Student Achievement evaluates the effectiveness of the previous plan and outlines the programs and initiatives for the school year.

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

The Rio Lindo Single Plan for Student Achievement outlines our focus on the achievement of all students and the programs that are in place addressing the needs of our at risk students and school wide demographics.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 4
- Educational Partner Involvement 8
- School and Student Performance Data 9
 - Student Enrollment..... 9
 - CAASPP Results..... 11
 - ELPAC Results 15
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 22
 - Academic Engagement 27
 - Conditions & Climate..... 29
- Goals, Strategies, & Proposed Expenditures..... 31
 - Goal 1..... 31
 - Goal 2..... 36
 - Goal 3..... 40
 - Goal 4..... 44
- Budget Summary 48
 - Budget Summary 48
 - Other Federal, State, and Local Funds 48
- Budgeted Funds and Expenditures in this Plan 49
 - Funds Budgeted to the School by Funding Source..... 49
 - Expenditures by Funding Source 49
 - Expenditures by Budget Reference 49
 - Expenditures by Budget Reference and Funding Source 49
 - Expenditures by Goal..... 49
- School Site Council Membership 50
- Recommendations and Assurances 51

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).

Throughout the course of the school year, Rio Lindo surveyed all community partners (parents, staff and students), to analyze the effectiveness of the school wide plan. After analyzing the data, the results show that our community partners share common interests with an emphasis on improving school culture, connectedness and the social-emotional well being of staff and students alike. In addition, the Youth Truth Survey also demonstrated a need for intervention programs in the areas of Reading and Math. On December 8th at a school site council meeting we conducted an Evidence Based Title I Funded Program Evaluation. The feedback and input was considered in the development of the school site goals, strategies and activities.

Classroom Observations

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

Formal and informal classroom observations are conducted throughout the school year. Formal observations are scheduled based on the teacher contractual observation cycle. During the COVID pandemic, observations/evaluation cycle was impacted. This year formal observations/evaluations are being conducted. The purpose of the informal and formal observations is observe instructional practices in the classroom and student learning. These observations provide a lens into the strengths in our instructional practices and as well as the areas of needed support for our teachers and students. Some strengths include the consistency of instructional practices throughout the grade levels and school site such as number corners, the use of Reading Routines during RTI, Leader in Me WIGs (Wildly Important goals) for classroom and student goals to name a few.

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)

Due to COVID our data was impacted. We will continue to use our 2019 CAASPP data to analyze growth.

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

Data used to monitor student progress on district, site and teacher created assessments are used for progress monitoring and instructional practices. The assessments include, BPST, Leveled Reading Passages, Reading A-Z reading assessments, IXL Math diagnosis assessment and district bench mark assessments or IABs. Due to COVID there has been an increase in students needing additional support, resulting in the need to adjust or modify the IPT process. Changes to the IPT process this school year incorporates the use of a CARE team, as a consulting team at the initial referral stage of the IPT process. The CARE team includes the site admin, counselor, school psych. and general ed teacher. The CARE team meets for a case conference on students the teacher has brought up for IPT. At this meeting, resources, strategies and supports are put in place and a follow up meeting is held to determine if an official IPT is required, if so an IPT meeting w/parents is scheduled. If progress is made, supports continue and a parent/conference is held to inform parents on their child's progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Met requirements.

Rio Lindo has zero misassigned and inexperienced teachers. The staff at Rio Lindo has been consistent. We currently have 15 teachers fully credentialed teachers.

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

All 15 teachers are fully credentialed including the 3 credentialed kinder push in and intervention teachers. Professional development and training opportunities have been provided, including Leader in Me professional development with a focus on integrating Leader in Me habits into daily lessons and community circles, Leader in Me coaching opportunities to support teacher implementation, Science/Stem professional development and Reading Results training for all teachers and intervention teachers to support RTI (Response to Intervention).

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

Staff development is regularly offered each month on topics such as SEL, access to supplemental curriculum, ELD and planning and support for standards and achievement and CAASPP preparations. Teachers participate in professional learning days, collaboration days and faculty meeting days which all support student performance. Most recently, staff development includes Leader in Me which forces on the integration and implementation of the 7 habits and LIM goal setting. In addition, teachers have begun working with DMTI on identifying best practices and supplemental resources that support academic achievement. Staff has also begun working with the Science TOSA, to create and plan ELD using Science content standards.

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

Our probationary and intervention teachers are provided mentors and coaches through county programs and on site coaching support. This year we have developed a Partnership w/DMTI to support Math instructional practices. Collaboration days, modeling of lessons, co-teaching and consultation have been scheduled to support Math practices throughout the year. Rio Lindo teachers are also working with the District Science and ELD TOSAs to design, plan and implement ELD lessons used for Designated ELD through Science content. Coaching has also been provided for implementation of Leader in Me, which includes personal and academic goal setting for grade levels, classrooms and individual students.

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

Grade level collaboration is scheduled on a monthly basis. In addition, grade level collaboration and Leader in Me planning opportunities are scheduled each trimester with release time offered during the school day. Due to sub shortage it has been more challenging to offer the release time. After school collaboration is encouraged, supported with compensation to maintain implementation and momentum with the Leader in Me initiative.

Teaching and Learning

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

Teachers follow the state standards in preparation of our students in grades 3rd - 5th for end of year state assessments.

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

Each grade level schedule is set to meet the required state instructional minutes for the content areas consistent with District instructional minute requirements.

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

Rio Lindo is a K-5th grade school, the master schedule varies by grade level providing all subject content areas, guided by the state required instructional minutes for the specific content areas.

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

All classrooms meet the state and county requirements for instructional materials as coordinated by the District Educational Services Department. Rio Lindo participates in the annual Williams inspection to ensure compliance with state and county requirements. In addition, a variety of technology-based instructional programs based on classroom and grade level needs.

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

Instructional and intervention materials are purchased in alignment with state and district recommendations. We also use technology based programs to support at risk students.

Opportunity and Equal Educational Access

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

Tier 1 and Tier II programs and strategies are in place in the general educational classrooms. Teachers use a variety of instructional practices applying Universal Design for Learning Model. Additional supports can be provided through parent conferences, IPT process/meetings and after school programs, tutoring and enrichment.

Evidence-based educational practices to raise student achievement

Due to COVID the data used to inform instructional practices has been impacted. We do not have updated CAASPP scores to determine student progress and/or growth. We have used other forms of assessment data to determine students academic progress, including BPST, Leveled Reading Passages, District Assessments, teacher created assessments and online program reports on student progress.

Parental Engagement

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

We have established our English Language Advisory Council, School Site Council and PTA. These committees provide input into the various supports, programs and resources offered to our students and families. Our School Site Council and English Language Advisory Council provide input and feedback on our School Site Plan goals and evaluates the activities and strategies implemented during the school year. PTA also provides resources and activities for our staff and students.

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)

Parent/Community Meetings are scheduled monthly, included SSC Meeting, ELAC Meetings, PTA, and Coffee with the Principal. The purpose of these is meetings is to provide information about the instructional programs and initiatives happening during the school day. As well as, gathering input and feedback on such programs and initiatives to evaluate their effectiveness.

Funding

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

Title 1 and LCAP funds our professional development, learning software, intervention programs during and after school, as well as Summer extended learning opportunities for at risk students. Also, funding for instructional resources, technology, and after school tutoring.

Fiscal support (EPC)

Student learning results from both state standardized assessments and benchmark assessment data which is shared and reviewed during professional learning community meetings with teachers, curriculum coordinators, and administrators. Data is also utilized to monitor student progress via both the general classroom and through the IPT process.

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 Lindo School, 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 and math 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 interventions designed to help struggling learners
7. Begin to provide professional development and review of strategies to build inquiring practices into collaborative conversations and classroom practices

Approval Dates:

SSC: 4/27/2022

RSD Board: TBD

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	95	66	57
Grade 1	68	72	44
Grade 2	76	66	64
Grade3	80	72	59
Grade 4	92	74	67
Grade 5	75	87	70
Total Enrollment	486	437	361

Conclusions based on this data:

1. The total enrollment has decreased over time.
2. The Hispanic/Latino group has increased over time from 86.4 in 18-19 to 91.3 in 20-21.
3. Kindergarten enrollment has decreased over time.

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	261	205	184	53.7%	46.90%	51.0%
Fluent English Proficient (FEP)	22	17	16	4.5%	3.90%	4.4%
Reclassified Fluent English Proficient (RFEP)	15	15		5.4%	3.40%	

Conclusions based on this data:

1. The percentage of Reclassified Fluent English Proficient (RFEP) students has increased over time.
2. The percentage of English Learner enrollment has declined over time.

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	87	72	62	86	70	60	86	69	60	98.9	97.2	96.8
Grade 4	83	72	69	83	72	69	83	72	69	100	100.0	100.0
Grade 5	72	86	71	72	83	71	72	83	71	100	96.5	100.0
All Grades	242	230	202	241	225	200	241	224	200	99.6	97.8	99.0

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	2378.	2345.	2372.	9.30	4.35	8.33	15.12	11.59	18.33	31.40	28.99	25.00	44.19	55.07	48.33
Grade 4	2424.	2391.	2403.	8.43	6.94	13.04	30.12	12.50	15.94	18.07	16.67	13.04	43.37	63.89	57.97
Grade 5	2459.	2429.	2453.	11.11	2.41	9.86	26.39	19.28	15.49	12.50	24.10	28.17	50.00	54.22	46.48
All Grades	N/A	N/A	N/A	9.54	4.46	10.50	23.65	14.73	16.50	21.16	23.21	22.00	45.64	57.59	51.00

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.30	4.35	3.33	36.05	50.72	65.00	54.65	44.93	31.67
Grade 4	13.25	2.78	11.59	45.78	59.72	50.72	40.96	37.50	37.68
Grade 5	19.44	7.23	8.45	37.50	53.01	60.56	43.06	39.76	30.99
All Grades	13.69	4.91	8.00	39.83	54.46	58.50	46.47	40.63	33.50

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.79	1.45	6.67	50.00	47.83	48.33	37.21	50.72	45.00
Grade 4	10.84	2.82	7.25	45.78	45.07	47.83	43.37	52.11	44.93
Grade 5	6.94	2.41	8.45	52.78	45.78	46.48	40.28	51.81	45.07
All Grades	10.37	2.24	7.50	49.38	46.19	47.50	40.25	51.57	45.00

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	6.98	5.80	3.33	66.28	60.87	73.33	26.74	33.33	23.33
Grade 4	12.05	1.39	4.35	66.27	66.67	65.22	21.69	31.94	30.43
Grade 5	5.56	2.41	9.86	68.06	73.49	67.61	26.39	24.10	22.54
All Grades	8.30	3.13	6.00	66.80	67.41	68.50	24.90	29.46	25.50

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.47	7.25	6.67	50.00	59.42	58.33	39.53	33.33	35.00
Grade 4	8.43	1.39	10.14	49.40	73.61	56.52	42.17	25.00	33.33
Grade 5	16.67	10.84	11.27	38.89	49.40	60.56	44.44	39.76	28.17
All Grades	11.62	6.70	9.50	46.47	60.27	58.50	41.91	33.04	32.00

2019-20 Data:

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Conclusions based on this data:

1. The percentage of students that have not meet the standard in the Reading section of the CAASPP has increased over time.
2. The percentage of students that are at or near standard and above standard in the Reading section of the CAASPP has increased over time.
3. The percentage of students at or near standard in the Writing section of the CAASPP has increased over time.

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	87	72	62	87	71	60	87	71	60	100	98.6	96.8
Grade 4	83	72	69	83	72	69	83	72	69	100	100.0	100.0
Grade 5	72	86	71	72	83	71	72	83	71	100	96.5	100.0
All Grades	242	230	202	242	226	200	242	226	200	100	98.3	99.0

* 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	2394.	2339.	2367.	5.75	1.41	1.67	25.29	7.04	21.67	26.44	23.94	20.00	42.53	67.61	56.67
Grade 4	2435.	2392.	2417.	7.23	0.00	2.90	22.89	8.33	18.84	30.12	26.39	26.09	39.76	65.28	52.17
Grade 5	2450.	2420.	2437.	8.33	2.41	2.82	11.11	7.23	9.86	27.78	21.69	28.17	52.78	68.67	59.15
All Grades	N/A	N/A	N/A	7.02	1.33	2.50	20.25	7.52	16.50	28.10	23.89	25.00	44.63	67.26	56.00

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	19.54	2.82	5.00	29.89	30.99	50.00	50.57	66.20	45.00
Grade 4	13.25	2.78	7.25	34.94	30.56	42.03	51.81	66.67	50.72
Grade 5	11.11	0.00	1.41	30.56	26.51	38.03	58.33	73.49	60.56
All Grades	14.88	1.77	4.50	31.82	29.20	43.00	53.31	69.03	52.50

2019-20 Data:

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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	16.09	4.23	6.67	39.08	32.39	41.67	44.83	63.38	51.67
Grade 4	4.82	0.00	5.80	45.78	34.72	42.03	49.40	65.28	52.17
Grade 5	6.94	1.20	1.41	31.94	44.58	47.89	61.11	54.22	50.70
All Grades	9.50	1.77	4.50	39.26	37.61	44.00	51.24	60.62	51.50

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	13.79	1.41	10.00	47.13	45.07	53.33	39.08	53.52	36.67
Grade 4	14.46	1.39	5.80	42.17	51.39	52.17	43.37	47.22	42.03
Grade 5	11.11	6.02	4.23	40.28	55.42	54.93	48.61	38.55	40.85
All Grades	13.22	3.10	6.50	43.39	50.88	53.50	43.39	46.02	40.00

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 percentage of students that scored standard not met in all areas of Math on the CAASPP has increased over time.
2. The percentage of students that scored met standard in all areas of Math on the CAASPP has decreased over time.
3. The mean scale scores in Math have decreased over time.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1401.9	1380.8	1404.7	1415.6	1399.5	1422.4	1369.8	1336.9	1363.0	38	37	28
1	1438.5	1399.5	1418.2	1441.5	1429.9	1439.5	1435.1	1368.7	1396.4	42	34	25
2	1493.6	1421.3	1451.0	1495.3	1426.7	1468.3	1491.5	1415.5	1433.1	39	30	36
3	1500.9	1472.1	1460.9	1490.4	1473.0	1456.8	1510.8	1470.8	1464.7	58	43	30
4	1526.0	1510.6	1482.0	1523.7	1511.9	1473.1	1527.9	1508.7	1490.4	47	35	38
5	1537.5	1524.3	1538.8	1538.2	1517.7	1533.7	1536.1	1530.4	1543.5	30	50	32
All Grades										254	229	189

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	8.11	0.00	47.37	21.62	39.29	31.58	40.54	42.86	21.05	29.73	17.86	38	37	28
1	0.00	0.00	4.00	45.24	11.76	32.00	40.48	32.35	24.00	14.29	55.88	40.00	42	34	25
2	17.95	3.33	2.78	53.85	30.00	30.56	23.08	33.33	36.11	5.13	33.33	30.56	39	30	36
3	20.69	9.52	6.67	44.83	28.57	23.33	22.41	28.57	40.00	12.07	33.33	30.00	58	42	30
4	29.79	20.59	5.26	40.43	38.24	34.21	25.53	29.41	31.58	4.26	11.76	28.95	47	34	38
5	20.00	24.49	31.25	66.67	34.69	43.75	10.00	28.57	18.75	3.33	12.24	6.25	30	49	32
All Grades	15.35	11.95	8.47	48.43	27.88	33.86	25.98	31.86	32.28	10.24	28.32	25.40	254	226	189

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.89	5.41	7.14	47.37	35.14	42.86	23.68	37.84	32.14	21.05	21.62	17.86	38	37	28
1	2.38	17.65	24.00	45.24	11.76	24.00	38.10	44.12	28.00	14.29	26.47	24.00	42	34	25
2	35.90	3.33	11.11	46.15	40.00	52.78	15.38	33.33	30.56	2.56	23.33	5.56	39	30	36
3	29.31	19.05	13.33	43.10	40.48	26.67	13.79	19.05	36.67	13.79	21.43	23.33	58	42	30
4	51.06	32.35	7.89	40.43	50.00	55.26	6.38	8.82	18.42	2.13	8.82	18.42	47	34	38
5	50.00	48.98	53.13	46.67	28.57	34.38	0.00	12.24	3.13	3.33	10.20	9.38	30	49	32
All Grades	29.13	23.01	19.05	44.49	34.07	40.74	16.54	24.78	24.34	9.84	18.14	15.87	254	226	189

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	5.41	0.00	23.68	2.70	3.57	52.63	45.95	67.86	23.68	45.95	28.57	38	37	28
1	2.38	0.00	4.00	33.33	11.76	0.00	35.71	14.71	36.00	28.57	73.53	60.00	42	34	25
2	12.82	3.33	2.78	38.46	36.67	27.78	33.33	16.67	13.89	15.38	43.33	55.56	39	30	36
3	17.24	4.76	6.67	31.03	11.90	10.00	32.76	40.48	36.67	18.97	42.86	46.67	58	42	30
4	23.40	5.88	0.00	29.79	29.41	26.32	29.79	41.18	28.95	17.02	23.53	44.74	47	34	38
5	3.33	14.29	18.75	26.67	22.45	18.75	60.00	40.82	50.00	10.00	22.45	12.50	30	49	32
All Grades	11.02	6.19	5.29	30.71	18.58	15.87	38.98	34.51	37.57	19.29	40.71	41.27	254	226	189

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.89	8.11	3.57	65.79	59.46	78.57	26.32	32.43	17.86	38	37	28
1	35.71	17.65	32.00	52.38	52.94	40.00	11.90	29.41	28.00	42	34	25
2	43.59	3.33	13.89	56.41	63.33	75.00	0.00	33.33	11.11	39	30	36
3	20.69	24.39	20.00	65.52	53.66	40.00	13.79	21.95	40.00	58	41	30
4	48.94	47.06	26.32	48.94	44.12	55.26	2.13	8.82	18.42	47	34	38
5	16.67	24.49	15.63	80.00	65.31	78.13	3.33	10.20	6.25	30	49	32
All Grades	29.53	21.33	18.52	60.63	56.89	61.90	9.84	21.78	19.58	254	225	189

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	10.53	5.41	10.71	63.16	64.86	75.00	26.32	29.73	14.29	38	37	28
1	0.00	8.82	20.00	78.57	70.59	56.00	21.43	20.59	24.00	42	34	25
2	20.51	3.33	22.22	71.79	73.33	69.44	7.69	23.33	8.33	39	30	36
3	41.38	33.33	16.67	50.00	45.24	53.33	8.62	21.43	30.00	58	42	30
4	42.55	41.18	13.16	53.19	47.06	71.05	4.26	11.76	15.79	47	34	38
5	86.67	61.22	75.00	10.00	26.53	15.63	3.33	12.24	9.38	30	49	32
All Grades	32.28	28.32	26.46	55.91	52.21	57.14	11.81	19.47	16.40	254	226	189

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00	0.00	89.47	64.86	78.57	10.53	35.14	21.43	38	37	28
1	9.52	5.88	4.00	57.14	26.47	24.00	33.33	67.65	72.00	42	34	25
2	7.69	6.67	2.78	71.79	53.33	41.67	20.51	40.00	55.56	39	30	36
3	8.62	4.88	3.33	65.52	46.34	26.67	25.86	48.78	70.00	58	41	30
4	19.15	2.94	0.00	55.32	70.59	55.26	25.53	26.47	44.74	47	34	38
5	16.67	22.45	15.63	66.67	46.94	65.63	16.67	30.61	18.75	30	49	32
All Grades	10.24	8.00	4.23	66.93	51.11	49.21	22.83	40.89	46.56	254	225	189

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	28.95	16.22	3.57	44.74	24.32	67.86	26.32	59.46	28.57	38	37	28
1	4.76	0.00	0.00	69.05	23.53	64.00	26.19	76.47	36.00	42	34	25
2	15.38	10.00	8.33	71.79	40.00	50.00	12.82	50.00	41.67	39	30	36
3	31.03	11.90	10.00	60.34	50.00	63.33	8.62	38.10	26.67	58	42	30
4	19.15	17.65	7.89	74.47	67.65	50.00	6.38	14.71	42.11	47	34	38
5	16.67	6.12	25.00	76.67	79.59	68.75	6.67	14.29	6.25	30	49	32
All Grades	20.08	10.18	9.52	65.75	49.56	59.79	14.17	40.27	30.69	254	226	189

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 ELPAC scores for level 1 and 4 has decreased over time.
2. The overall ELPAC scores for level 2 and 3 have increased over time.

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
361	71.5	51.0	0.3
Total Number of Students enrolled in Rio Lindo Elementary School.	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	184	51.0
Foster Youth	1	0.3
Homeless	41	11.4
Socioeconomically Disadvantaged	258	71.5
Students with Disabilities	42	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian	3	0.8
Filipino	4	1.1
Hispanic	327	90.6
Two or More Races	7	1.9
Pacific Islander	1	0.3
White	19	5.3

Conclusions based on this data:

1. Rio Lindo serves a high percentage of Socioeconomically Disadvantaged.
2. Rio Lindo has a high percentage of English Learners making up 46.9% of student population.
3. The homeless group makes up 22% of the student population.

School and Student Performance Data

Overall Performance

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

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

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

2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

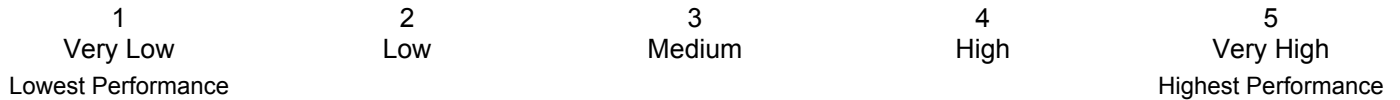
1. English Language Arts and Math continue to be areas needing improvement.

School and Student Performance Data

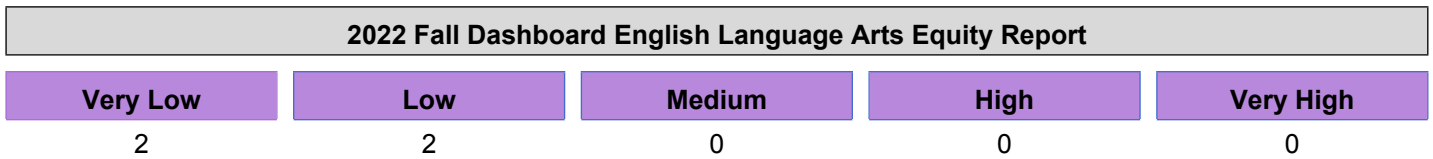
Academic Performance English Language Arts

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

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



This section provides number of student groups in each level.



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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group														
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td>2 Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td>56.0 points below standard</td> </tr> <tr> <td>187 Students</td> </tr> </tbody> </table>	All Students	2 Low	56.0 points below standard	187 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td>1 Very Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td>80.4 points below standard</td> </tr> <tr> <td>102 Students</td> </tr> </tbody> </table>	English Learners	1 Very Low	80.4 points below standard	102 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>0 No Performance Level</td> </tr> <tr> <td>1 Student</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	1 Student	
All Students														
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2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		0 No Performance Level 1 Student	0 No Performance Level 3 Students
Hispanic	Two or More Races	Pacific Islander	White
2 Low 63.7 points below standard 165 Students	0 No Performance Level 3 Students		0 No Performance Level 0.4 points below standard 15 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.1 points below standard 91 Students	8.9 points above standard 11 Students	28.3 points below standard 80 Students

Conclusions based on this data:

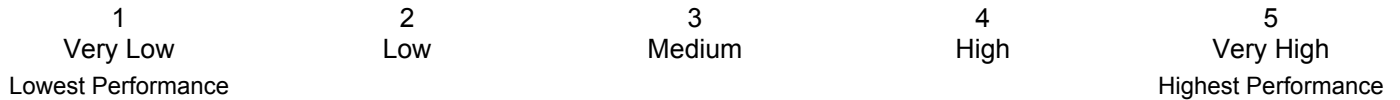
1. The number of White students performing below standard on the ELA section of CAASPP significantly declined -24.2 points.
2. The number of English Learners performing below standard increased by 4.8 points.
3. The number of Socioeconomically Disadvantaged performing below standard decreased by - 6.2 points.

School and Student Performance Data

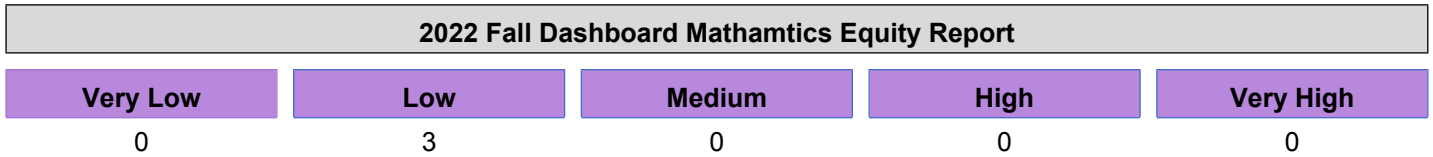
Academic Performance Mathematics

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;">73.0 points below standard</td> </tr> <tr> <td style="text-align: center;">186 Students</td> </tr> </tbody> </table>	All Students	2 Low	73.0 points below standard	186 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;">87.6 points below standard</td> </tr> <tr> <td style="text-align: center;">102 Students</td> </tr> </tbody> </table>	English Learners	2 Low	87.6 points below standard	102 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> <td style="text-align: center;">1 Student</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	1 Student	
All Students														
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Homeless</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;">94.3 points below standard</td> </tr> <tr> <td style="text-align: center;">22 Students</td> </tr> </tbody> </table>	Homeless	0 No Performance Level	94.3 points below standard	22 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">79.6 points below standard</td> </tr> <tr> <td style="text-align: center;">125 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	2 Low	79.6 points below standard	125 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Students with Disabilities</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;">100.5 points below standard</td> </tr> <tr> <td style="text-align: center;">29 Students</td> </tr> </tbody> </table>	Students with Disabilities	0 No Performance Level	100.5 points below standard	29 Students
Homeless														
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Students with Disabilities														
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100.5 points below standard														
29 Students														

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		0 No Performance Level 1 Student	0 No Performance Level 3 Students
Hispanic	Two or More Races	Pacific Islander	White
2 Low 76.1 points below standard 164 Students	0 No Performance Level 3 Students		0 No Performance Level 66.7 points below standard 15 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.7 points below standard 91 Students	45.5 points below standard 11 Students	57.5 points below standard 79 Students

Conclusions based on this data:

- The number of English Learners below standard maintained.
- While the number of English Only below standard declined significantly -17.3 points.

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

English Learner Progress
2 Low
38.2 making progress towards English language proficiency
Number of EL Students: 152 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
25	69	5	53

Conclusions based on this data:

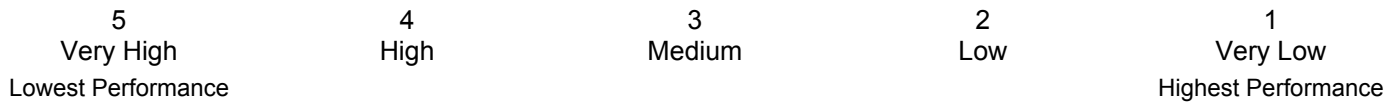
1. 45.8% of English Learners progressed at least one ELPI level.
2. 18.8% of English Learners decreased one ELPI level.
3. 50.7% of English Learners making progress towards English Language Proficiency.

School and Student Performance Data

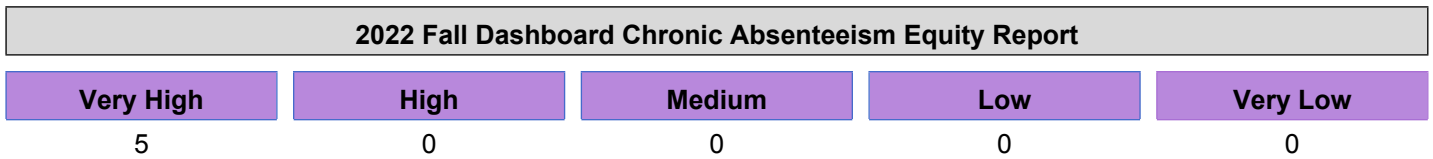
Academic Engagement Chronic Absenteeism

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		
All Students 1 Very High 25.8% Chronically Absent 383 Students	English Learners 1 Very High 22.4% Chronically Absent 205 Students	Foster Youth 0 No Performance Level Less than 11 Students 1 Student
Homeless 1 Very High 20.8% Chronically Absent 48 Students	Socioeconomically Disadvantaged 1 Very High 28.3% Chronically Absent 279 Students	Students with Disabilities 1 Very High 22% Chronically Absent 50 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
		<p align="center">0 No Performance Level Less than 11 Students 4 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">1 Very High 26.9% Chronically Absent 349 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 7 Students</p>		<p align="center">0 No Performance Level 21.1% Chronically Absent 19 Students</p>

Conclusions based on this data:

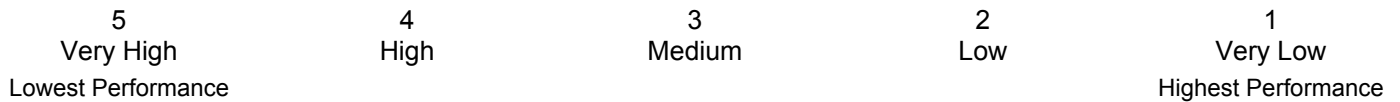
1. The percentage of chronic absenteeism of English learners has increased 1.8 points.
2. The socioeconomically disadvantaged and homeless chronic absenteeism has declined.

School and Student Performance Data

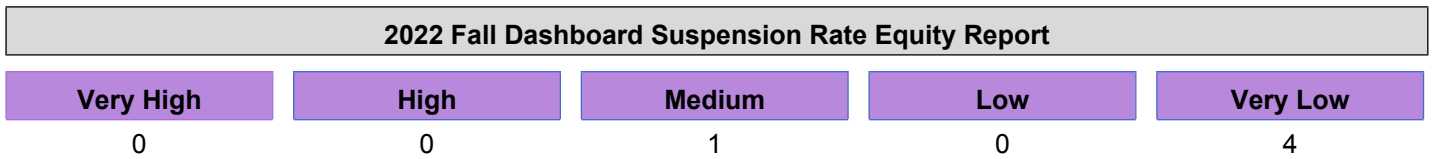
Conditions & Climate Suspension Rate

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		
All Students 5 Very Low 0.3% suspended at least one day 391 Students	English Learners 5 Very Low 0% suspended at least one day 210 Students	Foster Youth 0 No Performance Level Less than 11 Students 1 Student
Homeless 3 Medium 2.1% suspended at least one day 48 Students	Socioeconomically Disadvantaged 5 Very Low 0.4% suspended at least one day 284 Students	Students with Disabilities 5 Very Low 0% suspended at least one day 50 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
		<p align="center">0 No Performance Level Less than 11 Students 4 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">5 Very Low 0.3% suspended at least one day 354 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 7 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 1 Student</p>	<p align="center">0 No Performance Level 0% suspended at least one day 21 Students</p>

Conclusions based on this data:

- The overall suspension rate declined -0.5.

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

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

English-language Arts. For the 2022–23 school year, the percentage of students meeting/exceeding proficiency on the ELA CAASPP will increase by 5%. The school will establish collaborative teacher teams to discuss effective strategies and monitor the progress of students. Teacher leaders will refine a multi-tiered system of support to help address literacy growth. Support and professional development for literacy in all subject areas will continue to support and align to the 5Cs characteristics (Collaboration, Critical Thinking, Creativity, Communication and Caring) of engaging students.

Identified Need

The overall percentage of met or exceeded on the CAASPP ELA for the 2018-19 school year was 33.3%. Supporting student growth in literacy will support our goal of 40% of all students meeting or exceeding ELA on the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	33.3%	40%
BPST	BOY assessment data	Grade Level level cut point, years growth in all grade levels
Level Reading Passages	BOY assessment data	Grade Level level cut point, years growth in all grade levels

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

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

1.a. Specialist and/or Substitutes (3) for monthly grade level collaboration days p/teacher. \$20,000

1.b. Support effective integration of ELA and ELD standards and literacy through Science, Math, Social

Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, RALLI, ELD, NGSS, Math/DMTI, Kindergarten Conference, Leader in Me, workshops, etc. \$10,000

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)

30,000

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

2. A Multi-Tiered System of Support will be refined which includes parent involvement in the process of monitoring student support and enrichment opportunities.

2.a. Teacher teams develop objectives, goals, curriculum and learning experiences; plan and review literacy and math practices and benchmark assessments.

2.b. Professional development (ex. Literacy, Math, Science, CHAMPS, MTSS, Rtl) for staff (substitutes for planning days/grade level meetings)

2.c. Purchase supplemental curriculum and/or reading material for the targeted intervention and enrichment in all subject areas

2.d. Parent involvement; Translation support and meeting supplies

2.e. Assessment support (Substitutes, Kindergarten assessments, formative assessment review)

2.f. School based counseling support; progress monitoring and SEL supports

2.g. Reading intervention teacher (70 days/5 hrs) \$30,000

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)

30,000

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

3. Increased library access (before and after school extended library hours) with improved selection of material available for student and staff use.

3.a Library books \$2,500

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)

All Students

Strategy/Activity

4. Support technology accessibility along with software, applications or programs to support literacy, communication, collaboration and critical thinking.. (ex. A-Z Reading, Brain Pop, leveled readers, etc.) with a literacy/math focus and supplemental materials used for literacy in all subject areas; including nonfiction text, class literature sets and professional literature.

4.a. Site Technology Champion stipend \$2,000

4.b. Site Testing Coordinator stipend \$500

4.c. BrainPop \$3,500, Ed. Puzzle \$1,300

4.d. Book study and class books; \$2,000

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)

8,000

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

5. Plan and support literacy, math, sciences and arts enrichment opportunities for students throughout the school day and after school. Fees and incentives for collaborative projects and literacy initiatives (ex. Spelling Bee, Literacy, Math & Science Nights, presentations, GATE supplies)
5.a. Implementation of intervention tutoring support after-school \$10,000

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)

10,000

Source(s)

LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Unique populations such as English Learners, Low Socio-Economically Disadvantaged, homeless and foster youth

Strategy/Activity

Jump start Summer School intervention and support for kindergarten-5th grade students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,500

Source(s)

Title I

7,000

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.

Students needing extra support were invited to Summer Support Jump start program for K - 5th.

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

Based on the analysis of local assessments combined with interrupted schooling due to COVID-19, the team recommends that it is best to state academic performance goals were not met. However, this does not indicate that progress towards goals was not identified. The team suspects absent the COVID-19 crisis, ELA goal would have been met. Due to COVID, Reading Intervention was not fully implemented. The funding was used to support social emotional learning by purchasing library books aligned with Leader in Me and Caring Community Schools curriculum.

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.

Teachers have had training in the instructional practices for foundational reading skills. The next step is to provide professional development in comprehension reading skills. This will continue to support the next step in building capacity for literacy instruction.

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

Math

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

For the 2022–23 school year, the percentage of students meeting/exceeding proficiency on the Math CAASPP will increase by 5%. Ongoing support and professional development for Common Core Math goals and expectations will continue to support and align instructional practices that will increase student depth of knowledge in math.

Identified Need

The overall percentage of met or exceeded on the CAASPP Math for the 2018-19 school year was 27.3%. Supporting student growth in math will support our goal of 32% of all students meeting or exceeding math expectations on the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	27.3%	32%
IXL Math	Math Screening	One years grade level growth

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

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

1.a. Specialist and/or Substitutes (3) for monthly grade level collaboration days p/teacher. \$20,000

1.b. Support effective integration of ELA and ELD standards and literacy through Science, Math, Social

Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, RALLI, ELD, NGSS, Math/DMTI, Kindergarten Conference, Leader in Me, workshops, etc. \$10,000

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)]

Title I
Duplicated in Goal 1.1

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

2. A Multi-Tiered System of Support will be refined which includes parent involvement in the process of monitoring student support and enrichment opportunities.
2.a. Teacher teams develop objectives, goals, curriculum and learning experiences; plan and review literacy and math practices and benchmark assessments.
2.b. Professional development (ex. Literacy, Math, Science, CHAMPS, MTSS, Rtl) for staff (substitutes for planning days/grade level meetings)
2.c. Purchase supplemental curriculum and/or reading material for the targeted intervention and enrichment in all subject areas
2.d. Parent involvement; Translation support and meeting supplies
2.e. Assessment support (Substitutes, Kindergarten assessments, formative assessment review)
2.f. School based counseling support; progress monitoring and SEL supports
2.g. Reading intervention teacher (70 days/5 hrs) \$30,000

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)]

Title I
Duplicated in Goal 1.2

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

3. Support technology accessibility along with software, applications or programs to support literacy, communication, collaboration and critical thinking.. (ex. A-Z Reading, Brain Pop, leveled readers, etc.) with a literacy/math focus and supplemental materials used for literacy in all subject areas; including nonfiction text, class literature sets and professional literature.

3.a. Site Technology Champion stipend (\$4,000)

3.b. Site Testing Coordinator stipend (\$500)

3.c. BrainPop (\$3,500), Ed Puzzle (\$1,300), Flocabulary \$2,500

3.d. Book study and class books; \$2,000

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)

Title I

Duplicated in Goal 1.4

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4. Plan and support literacy, math, sciences and arts enrichment opportunities for students throughout the school day and after school. Fees and incentives for collaborative projects and literacy initiatives (ex. Spelling Bee, Literacy, Math and Science Nights, presentations, GATE supplies)

4.a. Implementation of intervention tutoring support after-school

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)

Title I

Duplicate 1.5

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Unique populations such as English Learners, Low Socio-Economically Disadvantaged, homeless, and foster youth.

Strategy/Activity

Jump start Summer School intervention and support for kindergarten-5th grade students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I

Duplicated in Goal 1.6

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.

Extended Learning Summer School intervention. Students needing extra support were invited to Jump Start program for grades K-5th.

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

Based on the analysis of local assessment combined with interrupted schooling due to COVID-19, the team recommends that it is best to state academic performance goals were not met. However, this does not indicate that progress towards goals was not identified. The team suspects absent the COVID-19 crisis, Math goal would have been met. Due to COVID, Math intervention was not fully implemented. The funding was used to support social emotional learning by purchasing library books aligned with Leader in Me and Caring Community Schools curriculum.

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.

Increase Math collaboration with a partnership with DMTI. Grade level collaboration, lesson planning, math lessons modeled in the classroom and analysis of student data will be used to discuss effective practice and student outcomes.

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 Learners

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 3

For the 2022-23 school year, we will increase the number of English Learners performing at level 4 on the ELPAC so they will meet reclassification criteria. We will also increase the number of students in the EL subgroup meeting or exceeding performance levels on CAASPP ELA by 3%.

Identified Need

The percentage of students at each performance level based on ELPAC is:

Level 4: 15.7%

Level 3: 49.2%

Level 2: 26.2%

Level 1: 8.9%

CAASPP EL subgroup performance levels in ELA: meeting or exceeding 23.7%. Increasing the number of students in the met/exceeding performance band by 3% will help us reach a 26.7% goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	15.7%	18.07%
CAASPP ELA EL subgroup	23.7%	26.7 2 %
Reducing the % of LTELS @ risk	2.78%	Reduce by 1%

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 Learners and Low socio-economic

Strategy/Activity

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

1.a. Specialist and/or Substitutes (3) for monthly grade level collaboration days p/teacher. \$20,000

1.b. Support effective integration of ELA and ELD standards and literacy through Science, Math, Social

Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, RALLI, ELD, NGSS, Math/DMTI, Kindergarten Conference, Leader in Me, workshops, etc. \$10,000

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)

Title I

Duplicated in Goal 1.1 & 2.1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student

Strategy/Activity

2.A school-wide targeted intervention program to address the reading accuracy, fluency and comprehension needs of struggling readers and English learners as measured by district benchmark assessments will be monitored on a regular basis.

2.a. Intervention teachers push into grade levels to support Designated ELD with grouping ELs by language proficiency levels to provide Designated ELD instruction appropriate for the designated language levels.

2.b. Plan and calendar 6-8 week RtI support for K-5th.

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)

Title I

Duplicate 1.2. and 2.2

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Student

Strategy/Activity

3. Provide opportunities for experiential learning opportunities and inquiry design that integrates all subjects for a deeper and more engaging way to develop vocabulary and an understanding of the world and a variety of concepts in which to develop the English language around.

3.a. Teacher collaboration/Summer institute w/Science and ELD TOSAs to design and plan ELD lessons w/Science integration for Designated ELD.

3.b. On going ELD support throughout the year through collaboration and coaching with District ELD, ELA and Math

TOSAs. Teacher/TOSA collaboration scheduled once per trimester.

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)

10,000

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student

Strategy/Activity

4. Provide parent education and outreach, translation support, and guidance on supporting EL learners and reclassification criteria (Coffee w/Principal, parent workshops, fliers, communication, etc.)

4.a. Site EL coordinator (\$1,500)

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)

1,200

Title I

300

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.

Extended intervention opportunities during the Summer. Students needing extra support were invited to Jump Start program for grades K-5th.

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

Based on the analysis of local assessments combined with interrupted schooling due to COVID-19, the team recommends that it is best to state academic performance goals were not met. However, this does not indicate that progress towards goals was not identified. The team suspects absent the COVID-19 crisis, English Learner goal would have been met. Intervention teachers push in to grade levels to support classes with Designated ELD. The extra support assists with grouping students by EL levels to provide instruction appropriate for language level.

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

Professional Development in academic language and designated ELD lesson planning is needed. Integrating online EL program/subscription to support students' English language development for asynchronous practice and/or assignments. Teacher collaboration, workshops and a Summer institute will be provided w/Science and ELD TOSAs to design and plan ELD lessons w/Science integration for Designated ELD.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

LCAP Goal 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 Lindo students will feel safe and connected to school, resulting in a positive impact to school attendance. Chronic absenteeism will be reduced by 1% by June of 2023.

Identified Need

There is a 8.4% rate of chronic absenteeism. COVID learning loss, impacts seen, student behaviors, relearn social skills, student anxieties, learning and separation

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE Dashboard- chronic absenteeism indicator	8.4	7.4
Suspensions	0	0
Youth Truth Survey	District survey	Analysis of survey results Annual review of outcome presented to stakeholder groups
Leader In Me	Establish LIM Site survey	Analysis of survey results Annual review of outcome presented to stakeholder groups

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

1. The school will create a welcoming and safe learning environment where all students feel connected to their school. Building and maintaining a sense of community will be integrated in all aspects of the day, curriculum and customer service practices. Leader in Me, 7 habits school wide initiative will be integrated into everyday lessons and community circle practices to develop leadership skills in every student. In addition, the 5C's, Collaboration, Creativity, Critical Thinking, Communication and Caring, are the overarching beliefs of our approach to working with children.

Proposed Expenditures for this Strategy/Activity

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)

5,000

Source(s)

LCFF

Work with PTA to help support incentives

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

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

2.a. Purchase supplemental books and materials for social, emotional and behavioral supports.

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)

800

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

Bridge the school day with the after school program to further engage students and support positive attendance during the day. The teacher liaison will support program staff with strategies and ideas for homework support. The program coordinator will plan and coordinate engaging activities to increase school connectedness, student safety and healthy behaviors.

Proposed Expenditures for this Strategy/Activity

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)

2,400

Source(s)

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support a systematic process for monitoring attendance data in efforts to meet with parents and students with the goal of improving attendance.

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)

1,000

Source(s)

After School and Education Safety (ASES)

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

5. Support a variety of playground activities for recess and P.E.

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)

1,500

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.

Support the after school program coordinator to run a program for 80 students after school. Supported through an ASES grant. Support a PTA group who will help plan and implement after school events that connect students and families to school. This helps build positive connections to school. PTA also helps provide incentives, field trips and school assemblies.

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 COVID-19, attendance metrics to measure attendance rate were interrupted when students transitioned to a Distance Learning model. As a result, of the change in instructional program from in person to online, the team recommends that it is best to state attendance goals were not met. The team suspects absent the COVID-19 crisis, attendance goal would have been met.

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.

Provide support for Social Emotional Learning to reduce student conflict and increased ability for students to address conflict through restorative practices. The integration and implementation of the Leader in Me to support student social emotional and academic achievement. Leader in Me supports the development of goal setting personal and academic goals, personal accountability, responsibility and community building as well as developing leadership qualities and skills in every student.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$118,200.00

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	\$78,500.00

Subtotal of additional federal funds included for this school: \$78,500.00

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 (\$)
After School and Education Safety (ASES)	\$1,000.00
LCFF	\$38,700.00

Subtotal of state or local funds included for this school: \$39,700.00

Total of federal, state, and/or local funds for this school: \$118,200.00

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
After School and Education Safety (ASES)	1,000.00
LCFF	38,700.00
Title I	78,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	8,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	After School and Education Safety (ASES)	1,000.00
	LCFF	38,700.00
	Title I	70,000.00
	Title I	8,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	96,000.00
Goal 3	11,500.00
Goal 4	10,700.00

School Site Council Membership

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

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

Name of Members	Role
Adeline Mendez	Principal
Jacqueline Jones	Classroom Teacher
Anne Stehly	Classroom Teacher
Andrea VanSomeren	Classroom Teacher
Emily Ramsey	Other School Staff
Mike Pham	Parent or Community Member
Maria Ayala	Parent or Community Member
Jennifer Guillen	Parent or Community Member
Desiry Cisneros	Parent or Community Member
Diana Alcaraz	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

State Compensatory Education Advisory Committee

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 .

Attested:



Principal, Adeline Mendez on 4/27/22



SSC Chairperson, Mike Pham on 4/27/22