

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Plaza	56-72561-6055511	5/4/2022	TBD

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 Plaza Single Plan for Student Achievement evaluates the effectiveness of the previous school direction/plan and outlines the programs and foci for moving forward.

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 Plaza Single Plan for Student Achievement outlines our focus on the achievement of all students and the programs in place that emphasizes 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..... 2
- Comprehensive Needs Assessment Components 3
 - Data Analysis 3
 - Surveys 3
 - Classroom Observations..... 3
 - Analysis of Current Instructional Program..... 3
- Educational Partner Involvement 6
- School and Student Performance Data 8
 - Student Enrollment..... 8
 - CAASPP Results..... 10
 - ELPAC Results 14
 - Student Population 18
 - Overall Performance 20
 - Academic Performance 21
 - Academic Engagement 26
 - Conditions & Climate..... 28
- Goals, Strategies, & Proposed Expenditures..... 30
 - Goal 1..... 30
 - Goal 2..... 35
 - Goal 3..... 44
 - Goal 4..... 52
- Budget Summary 59
 - Budget Summary 59
 - Other Federal, State, and Local Funds 59
- Budgeted Funds and Expenditures in this Plan 60
 - Funds Budgeted to the School by Funding Source..... 60
 - Expenditures by Funding Source 60
 - Expenditures by Budget Reference 60
 - Expenditures by Budget Reference and Funding Source 60
 - Expenditures by Goal..... 60
- School Site Council Membership 61
- Recommendations and Assurances 62

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 year, Rio Plaza surveyed all community partners (parents, staff and students), to analyze the effectiveness of the school wide plan. After analyzing the data, the summary shows that our community partners share interests. Our staff members would like to see an improvement in school culture as well as professional development and support. Our families asked for improvement in school culture and relationships. Our students demonstrated an interest in improving our engagement and relationships.

Classroom Observations

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

Classroom observations are a regular occurrence at Rio Plaza. We currently conduct formal and informal observations. There are a number of teachers on evaluation cycle, but most of the observations happen informally. While conducting these visits, the goal is to learn more about students and how we can support our staff and students.

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)

Rio Plaza data was impacted by COVID. We still use the Spring 2019 CAASPP data to analyze growth. However, we are participating in the district benchmarks including the SBAC IAB assessments in both ELA and Math. Teachers administer the BPST assessments to monitor growth in reading.

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

Our Spring CAASPP data showed a proficiency rate of 27.1% in ELA and 28.4% in Math. In addition, we are currently analyzing our data from the trimester 1 district assessments (MyAccess and IABs). During PLCs, our teachers analyze their data to determine next steps.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We began the implementation of a Dual Immersion Program on our campus. Therefore, there has been quite a bit of turnover over the last few years. We currently have 25 teachers, including 12 under the classification of Probationary 1 or 2.

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

According to the Title 1 Addendum Equity Report, we have 26 teachers on staff. One teacher is working towards the certification for her credential and is considered misplaced. We have a total of 5 teachers who are considered inexperienced, as they are new to teaching.

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

Districtwide staff development occurs monthly both on a district and school site basis. The topics for professional development are set by the Ed Services department with input from district-wide staff. The professional development days are entitled PLT1 and PLT2. In addition, the district provides additional professional development opportunities as well as sites supporting the growth of educators through the use of supporting teachers attending conferences.

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

Teachers on a Probationary 1 or 2 status are provided with a mentor teacher through our county office of education. Teachers meet with their mentors and join in Triad meetings with their administrator to set goals. At Rio Plaza, Dr. Margarita Mosqueda serves as the Rio Plaza Dual Immersion coordinator and supports all of our teachers in the Dual Immersion program. We also partner with the district TOSAS for math, science and English Language Development (ELD).

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

Grade level collaboration occurs on a monthly basis. In addition, we are actively in search of an intervention/PE teacher to help release teachers for additional PLC time. During the summer, our Dual Immersion teachers participate in a summer training where they learn about Dual Immersion and get an opportunity to plan curriculum for the school year.

Teaching and Learning

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

Our teachers follow the state standards and prepare our students in grades 3-5 for the state assessments. Our Dual Immersion teachers also follow the state standards and supplement their curriculum with authentic Spanish Literature.

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

Each grade level set of instructional minutes is set to the state requirements they are all consistent throughout the district.

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

Our school only serves TK-5th grade; therefore, the master schedule provides all subject 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 and are coordinated with the district's Educational Service Department. Rio Plaza participates in the annual Williams inspection to ensure compliance. Additionally, we purchase a variety of technology-based instructional programs based on classroom/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 materials in place are purchased through Educational Services and meet the state requirements. We also have technology based educational programs in place to support at-risk students. Dual Immersion supplemental materials are aligned to the standards to supplement instruction in Dual Immersion.

Opportunity and Equal Educational Access

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

Tier I and II programs are set in place within the general education classroom. Teachers provide a variety of supports through the Universal Design for Learning model. Additionally, parent conferences, IPT meetings and after school programs provide additional resources for underperforming students.

Evidence-based educational practices to raise student achievement

COVID has impacted our regular means of analyzing data. We do not have CAASPP scores to determine growth. In addition, distance learning made it quite difficult for teachers to complete assessments with all their students. However, upon return to campus, we have been better able to assess our students and are looking at our benchmarks to determine current growth. BPSTs, benchmarks and progress monitoring are used to determine growth. Our teachers are consistently analyzing ELD data to determine the correct designated ELD placement for their students. Our Dual Immersion teachers also have their Spanish versions of assessments and use ESGI to administer and record their data.

Parental Engagement

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

Although we are currently a closed campus, we have found ways to continue to engage our community and parents through several programs. Our English Language Advisory Council provides input and supports our English Learners. Our School Site Council supports the implementation of our school-wide goals and assists in evaluating the growth towards those goals.

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)

We hold monthly SSC meetings and ELAC meetings. In addition, we use ParentSquare as our primary means of communication, where we share our monthly calendars, send reminders and communicate any important and upcoming events.

Funding

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

Our Title I and LCAP funding help support our intervention teachers, provide us with the ability to purchase software that provides additional support to our underperforming students help meet their goals. In addition, we are able to purchase the necessary materials, provide the necessary training and support students and teachers with additional resources.

Fiscal support (EPC)

Student learning results from both state standardized assessments and benchmark assessment data which is shared and reviewed with during professional learning community meetings with teachers, curriculum coordinators, and administrators. Data is also utilized to monitor students 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 Plaza, CAASPP (California Assessment of Student Progress & Performance) data has been reviewed in detail. In particular, a detailed analysis of State and Local Assessments has been reviewed by our stakeholders. Overall reading performance, as measured by local assessments, indicates that improvement in the area of Language Arts and Mathematics is needed.

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

1. Established a teacher leadership team
2. Established a School Site Council (SSC)
3. Established an English Learner Advisory Committee (ELAC)
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

Approval Dates:

SSC: 5/4/2022

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	112	102	92
Grade 1	83	92	84
Grade 2	75	84	89
Grade3	94	78	82
Grade 4	95	88	76
Grade 5	97	97	90
Total Enrollment	556	541	513

Conclusions based on this data:

1. The total enrollment has slightly decreased over time.
2. The Hispanic/Latino enrollment percentage has slightly increased over time.
3. The White enrollment percentage has slightly 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	416	331	376	74.8%	61.20%	73.3%
Fluent English Proficient (FEP)	23	21	16	4.1%	3.90%	3.1%
Reclassified Fluent English Proficient (RFEP)	12	16		2.9%	3.00%	

Conclusions based on this data:

1. The percentage of Reclassified Fluent English Proficient (RFEP) students has increased over time.
2. The percentage of Fluent English Proficient (FEP) has increased over time.
3. The percentage of English Learners has decreased 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	97	83	79	94	76	77	94	75	77	96.9	91.6	97.5
Grade 4	94	86	77	91	82	72	91	82	72	96.8	95.3	93.5
Grade 5	88	98	89	86	93	84	86	93	84	97.7	94.9	94.4
All Grades	279	267	245	271	251	233	271	250	233	97.1	94.0	95.1

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	2400.	2345.	2373.	15.96	4.00	16.88	15.96	9.33	12.99	30.85	25.33	20.78	37.23	61.33	49.35
Grade 4	2422.	2376.	2399.	14.29	2.44	11.11	9.89	10.98	11.11	26.37	12.20	18.06	49.45	74.39	59.72
Grade 5	2438.	2426.	2428.	3.49	6.45	8.33	18.60	12.90	11.90	26.74	19.35	22.62	51.16	61.29	57.14
All Grades	N/A	N/A	N/A	11.44	4.40	12.02	14.76	11.20	12.02	28.04	18.80	20.60	45.76	65.60	55.36

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	12.77	6.67	9.09	44.68	58.67	59.74	42.55	34.67	31.17
Grade 4	15.38	7.41	6.94	42.86	53.09	61.11	41.76	39.51	31.94
Grade 5	3.49	4.30	7.14	41.86	52.69	54.76	54.65	43.01	38.10
All Grades	10.70	6.02	7.73	43.17	54.62	58.37	46.13	39.36	33.91

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	14.89	2.67	11.69	54.26	41.33	37.66	30.85	56.00	50.65
Grade 4	6.59	1.25	4.17	52.75	40.00	40.28	40.66	58.75	55.56
Grade 5	6.98	6.45	2.38	51.16	41.94	45.24	41.86	51.61	52.38
All Grades	9.59	3.63	6.01	52.77	41.13	41.20	37.64	55.24	52.79

2019-20 Data:

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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	12.77	1.33	7.79	61.70	66.67	62.34	25.53	32.00	29.87
Grade 4	12.09	0.00	4.17	61.54	75.00	68.06	26.37	25.00	27.78
Grade 5	5.81	5.38	11.90	58.14	69.89	66.67	36.05	24.73	21.43
All Grades	10.33	2.42	8.15	60.52	70.56	65.67	29.15	27.02	26.18

2019-20 Data:

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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	20.21	6.67	9.09	51.06	50.67	51.95	28.72	42.67	38.96
Grade 4	8.79	2.44	2.78	42.86	67.07	68.06	48.35	30.49	29.17
Grade 5	5.81	5.38	7.14	50.00	55.91	55.95	44.19	38.71	36.90
All Grades	11.81	4.80	6.44	47.97	58.00	58.37	40.22	37.20	35.19

2019-20 Data:

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Conclusions based on this data:

1. The percentage of students that have not met the standard in the ELA section of the CAASPP has increased.
2. The percentage of students that have met standard in the ELA section of the CAASPP has slightly decreased over time.
3. The percentage of fourth graders that have met standard in the ELA 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	97	83	79	96	77	79	96	77	79	99	92.8	100.0
Grade 4	94	86	77	93	80	75	93	78	75	98.9	93.0	97.4
Grade 5	88	98	89	88	94	85	88	94	85	100	95.9	95.5
All Grades	279	267	245	277	251	239	277	249	239	99.3	94.0	97.6

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

2019-20 Data:

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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	2400.	2350.	2382.	9.38	1.30	7.59	18.75	7.79	24.05	33.33	23.38	16.46	38.54	67.53	51.90
Grade 4	2439.	2364.	2401.	9.68	0.00	4.00	20.43	3.85	6.67	24.73	19.23	40.00	45.16	76.92	49.33
Grade 5	2430.	2387.	2404.	1.14	1.06	1.18	4.55	5.32	8.24	31.82	13.83	20.00	62.50	79.79	70.59
All Grades	N/A	N/A	N/A	6.86	0.80	4.18	14.80	5.62	12.97	29.96	18.47	25.10	48.38	75.10	57.74

2019-20 Data:

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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	21.88	3.90	13.92	31.25	31.17	44.30	46.88	64.94	41.77
Grade 4	21.51	1.28	5.33	26.88	16.67	38.67	51.61	82.05	56.00
Grade 5	2.27	1.06	2.35	23.86	23.40	28.24	73.86	75.53	69.41
All Grades	15.52	2.01	7.11	27.44	23.69	36.82	57.04	74.30	56.07

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	12.50	3.90	12.66	46.88	37.66	29.11	40.63	58.44	58.23
Grade 4	13.98	2.56	4.00	34.41	29.49	38.67	51.61	67.95	57.33
Grade 5	1.14	1.06	2.35	39.77	29.79	37.65	59.09	69.15	60.00
All Grades	9.39	2.41	6.28	40.43	32.13	35.15	50.18	65.46	58.58

2019-20 Data:

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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	11.46	1.30	11.39	52.08	58.44	60.76	36.46	40.26	27.85
Grade 4	15.05	0.00	1.33	40.86	41.03	60.00	44.09	58.97	38.67
Grade 5	1.14	2.13	3.53	36.36	42.55	45.88	62.50	55.32	50.59
All Grades	9.39	1.20	5.44	43.32	46.99	55.23	47.29	51.81	39.33

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 above standard in the Math section of the CAASPP has decreased.
2. The percentage of students that scored met standard in the Math section of the CAASPP has decreased.
3. The percentage of students that scored nit met standard in the Math section of the CAASPP has increased.

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	1396.1	1366.7	1354.1	1403.7	1391.5	1369.4	1378.0	1308.5	1318.3	64	74	71
1	1441.3	1425.3	1399.2	1443.4	1455.7	1436.4	1438.5	1394.3	1361.4	59	63	56
2	1479.3	1464.0	1455.0	1470.2	1468.7	1461.0	1487.9	1458.7	1448.5	73	56	67
3	1496.0	1477.9	1482.9	1482.9	1478.4	1479.3	1508.5	1476.9	1486.0	80	58	60
4	1499.5	1504.8	1515.7	1489.0	1507.8	1513.6	1509.4	1501.4	1517.3	69	63	57
5	1520.4	1508.2	1533.1	1507.7	1507.1	1533.2	1532.5	1508.9	1532.5	64	70	66
All Grades										409	384	377

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	1.56	2.70	2.82	35.94	22.97	9.86	42.19	31.08	36.62	20.31	43.24	50.70	64	74	71
1	3.39	6.35	1.79	33.90	19.05	8.93	44.07	41.27	42.86	18.64	33.33	46.43	59	63	56
2	13.70	5.36	11.94	43.84	46.43	29.85	41.10	35.71	31.34	1.37	12.50	26.87	73	56	67
3	17.50	8.62	16.67	42.50	32.76	33.33	32.50	41.38	25.00	7.50	17.24	25.00	80	58	60
4	20.29	12.70	28.07	44.93	33.33	38.60	20.29	42.86	17.54	14.49	11.11	15.79	69	63	57
5	17.19	7.14	25.00	56.25	38.57	35.94	20.31	44.29	32.81	6.25	10.00	6.25	64	70	64
All Grades	12.71	7.03	14.13	43.03	31.77	25.87	33.25	39.32	31.20	11.00	21.88	28.80	409	384	375

2019-20 Data:

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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	6.25	6.76	4.23	39.06	28.38	14.08	31.25	33.78	39.44	23.44	31.08	42.25	64	74	71
1	10.17	25.40	8.93	32.20	26.98	32.14	37.29	33.33	35.71	20.34	14.29	23.21	59	63	56
2	16.44	21.43	16.42	46.58	48.21	37.31	35.62	21.43	34.33	1.37	8.93	11.94	73	56	67
3	27.50	22.41	31.67	40.00	48.28	28.33	22.50	15.52	20.00	10.00	13.79	20.00	80	58	60
4	36.23	33.33	40.35	42.03	50.79	38.60	11.59	12.70	8.77	10.14	3.17	12.28	69	63	57
5	34.38	31.43	43.75	57.81	51.43	46.88	1.56	8.57	6.25	6.25	8.57	3.13	64	70	64
All Grades	22.25	23.18	23.73	43.03	41.93	32.53	23.23	21.09	24.53	11.49	13.80	19.20	409	384	375

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	1.35	0.00	31.25	5.41	2.82	51.56	32.43	35.21	17.19	60.81	61.97	64	74	71
1	8.47	3.17	1.79	20.34	14.29	3.57	45.76	17.46	16.07	25.42	65.08	78.57	59	63	56
2	12.33	3.57	5.97	34.25	41.07	29.85	46.58	17.86	22.39	6.85	37.50	41.79	73	56	67
3	18.75	5.17	10.00	28.75	20.69	16.67	36.25	39.66	43.33	16.25	34.48	30.00	80	58	60
4	14.49	9.52	12.28	30.43	15.87	31.58	40.58	38.10	28.07	14.49	36.51	28.07	69	63	57
5	4.69	1.43	17.19	39.06	17.14	17.19	42.19	54.29	42.19	14.06	27.14	23.44	64	70	64
All Grades	10.27	3.91	7.73	30.81	18.23	16.80	43.52	33.85	31.47	15.40	44.01	44.00	409	384	375

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	7.81	4.05	7.04	70.31	68.92	53.52	21.88	27.03	39.44	64	74	71
1	37.29	31.75	21.43	50.85	52.38	66.07	11.86	15.87	12.50	59	63	56
2	31.51	17.86	17.91	67.12	75.00	67.16	1.37	7.14	14.93	73	56	67
3	20.00	18.97	35.00	68.75	60.34	40.00	11.25	20.69	25.00	80	58	60
4	36.23	26.98	43.86	53.62	61.90	43.86	10.14	11.11	12.28	69	63	57
5	15.63	20.00	17.19	79.69	64.29	73.44	4.69	15.71	9.38	64	70	64
All Grades	24.69	19.53	22.93	65.28	63.80	57.60	10.02	16.67	19.47	409	384	375

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	9.38	8.11	8.45	65.63	45.95	43.66	25.00	45.95	47.89	64	74	71
1	3.39	17.46	7.14	74.58	63.49	58.93	22.03	19.05	33.93	59	63	56
2	12.33	32.14	17.91	79.45	58.93	65.67	8.22	8.93	16.42	73	56	67
3	37.50	43.10	46.67	53.75	44.83	28.33	8.75	12.07	25.00	80	58	60
4	30.43	41.27	50.88	57.97	53.97	38.60	11.59	4.76	10.53	69	63	57
5	54.69	60.87	82.81	39.06	30.43	14.06	6.25	8.70	3.13	64	69	64
All Grades	25.18	33.42	35.20	61.61	49.09	41.60	13.20	17.49	23.20	409	383	375

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	1.35	0.00	78.13	52.70	42.25	21.88	45.95	57.75	64	74	71
1	11.86	7.94	3.57	50.85	23.81	19.64	37.29	68.25	76.79	59	63	56
2	10.96	8.93	8.96	73.97	55.36	50.75	15.07	35.71	40.30	73	56	67
3	12.50	1.72	6.67	56.25	55.17	43.33	31.25	43.10	50.00	80	58	60
4	13.04	9.52	12.28	59.42	44.44	50.88	27.54	46.03	36.84	69	63	57
5	18.75	8.57	12.50	65.63	57.14	60.94	15.63	34.29	26.56	64	70	64
All Grades	11.25	6.25	7.20	64.06	48.18	45.07	24.69	45.57	47.73	409	384	375

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	40.63	6.76	1.41	45.31	22.97	33.80	14.06	70.27	64.79	64	74	71
1	5.08	3.17	0.00	72.88	36.51	33.93	22.03	60.32	66.07	59	63	56
2	12.33	10.71	7.46	78.08	60.71	58.21	9.59	28.57	34.33	73	56	67
3	36.25	13.79	23.33	58.75	60.34	58.33	5.00	25.86	18.33	80	58	60
4	26.09	6.35	24.56	60.87	69.84	63.16	13.04	23.81	12.28	69	63	57
5	15.63	0.00	28.13	71.88	81.43	59.38	12.50	18.57	12.50	64	70	64
All Grades	23.23	6.51	13.87	64.55	54.69	50.93	12.22	38.80	35.20	409	384	375

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

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
513	81.9	73.3	0.4
Total Number of Students enrolled in Rio Plaza.	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	376	73.3
Foster Youth	2	0.4
Homeless	63	12.3
Socioeconomically Disadvantaged	420	81.9
Students with Disabilities	74	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	1	0.2
Asian		
Filipino	1	0.2
Hispanic	500	97.5
Two or More Races		
Pacific Islander		
White	9	1.8

Conclusions based on this data:

1. Rio Plaza serves a high percentage of socioeconomically disadvantaged students.
2. Rio Plaza serves a high percentage of English Learner students.
3. Rio PLaza's student population is mostly hispanic.

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 4 Low
Mathematics 2 Low		
English Learner Progress 3 Medium		

Conclusions based on this data:

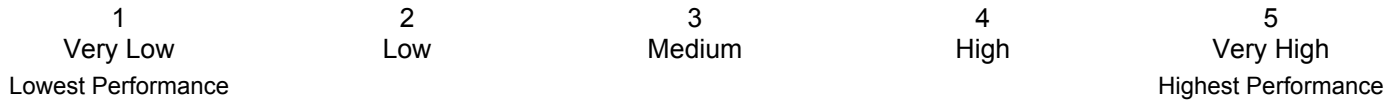
1. English Language Arts continues to be a need for improvement.
2. Mathematics continues to be a need for improvement.
3. Suspension rates are low, indicating that we provide safe conditions and a good school climate.

School and Student Performance Data

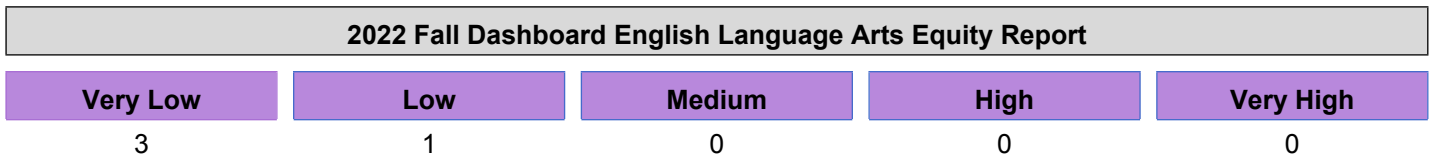
Academic Performance English Language Arts

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>69.1 points below standard</td> </tr> <tr> <td>226 Students</td> </tr> </tbody> </table>	All Students	2 Low	69.1 points below standard	226 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>81.3 points below standard</td> </tr> <tr> <td>172 Students</td> </tr> </tbody> </table>	English Learners	1 Very Low	81.3 points below standard	172 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
Hispanic	Two or More Races	Pacific Islander	White
2 Low 69.5 points below standard 222 Students			0 No Performance Level 4 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
84.7 points below standard 159 Students	39.8 points below standard 13 Students	30.9 points below standard 48 Students

Conclusions based on this data:

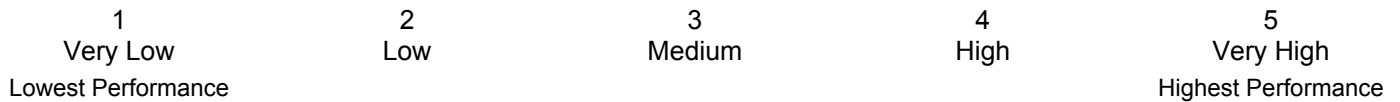
1. The number of English Learners has increased.
2. The number of socioeconomically disadvantaged students has increased.

School and Student Performance Data

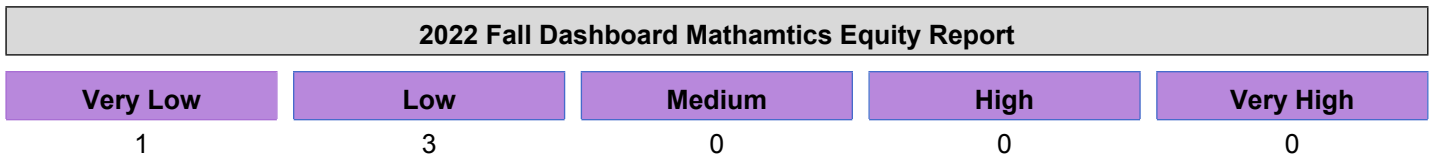
Academic Performance Mathematics

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</td></tr> <tr><td style="text-align: center;">Low</td></tr> <tr style="background-color: #e6f2ff;"><td style="text-align: center;">85.0 points below standard</td></tr> <tr><td style="text-align: center;">226 Students</td></tr> </tbody> </table>	All Students	2	Low	85.0 points below standard	226 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</td></tr> <tr><td style="text-align: center;">Low</td></tr> <tr style="background-color: #e6f2ff;"><td style="text-align: center;">94.9 points below standard</td></tr> <tr><td style="text-align: center;">172 Students</td></tr> </tbody> </table>	English Learners	2	Low	94.9 points below standard	172 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</td></tr> <tr><td style="text-align: center;">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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39 Students																	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
2 Low 85.0 points below standard 222 Students			0 No Performance Level 4 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
96.7 points below standard 159 Students	73.4 points below standard 13 Students	58.3 points below standard 48 Students

Conclusions based on this data:

1. The scores for mathematics CAASPP has increased for our hispanic population.
2. The scores for mathematics CAASPP has increased for our socioeconomically disadvantaged population.

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
3 Medium
51.4 making progress towards English language proficiency
Number of EL Students: 288 Students Performance Level: 3

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
45	95	12	136

Conclusions based on this data:

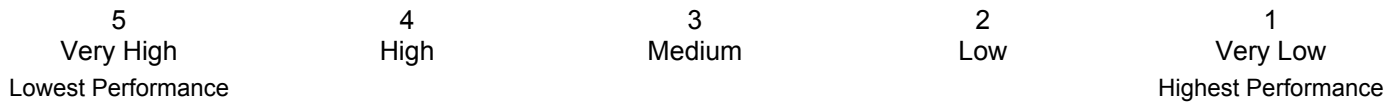
- 48.4% of English Learner students progressed at least one ELPI level.
- 5.1% of English Learner students maintained an ELPI level 4.
- 16.2% of English Learner students decreased one ELPI level.

School and Student Performance Data

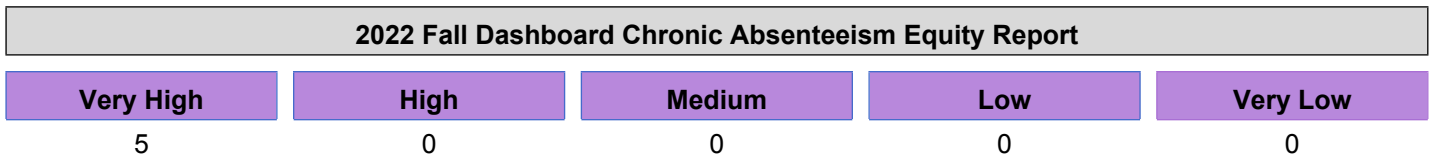
Academic Engagement Chronic Absenteeism

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 31.5% Chronically Absent 542 Students	English Learners 1 Very High 25.3% Chronically Absent 400 Students	Foster Youth 0 No Performance Level Less than 11 Students 3 Students
Homeless 1 Very High 24.6% Chronically Absent 69 Students	Socioeconomically Disadvantaged 1 Very High 32.2% Chronically Absent 450 Students	Students with Disabilities 1 Very High 41.8% Chronically Absent 91 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 2 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 1 Student</p>		<p align="center">0 No Performance Level Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">1 Very High 31.4% Chronically Absent 529 Students</p>			<p align="center">0 No Performance Level Less than 11 Students 9 Students</p>

Conclusions based on this data:

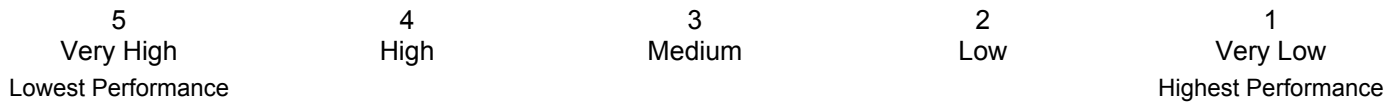
1. The percentage of chronic absenteeism for English Learners has increased while it has decreased for our homeless population and students with disabilities.
2. The percentage of chronic absenteeism for socioeconomically disadvantaged students has increased while it has decreased for our homeless population and students with disabilities.

School and Student Performance Data

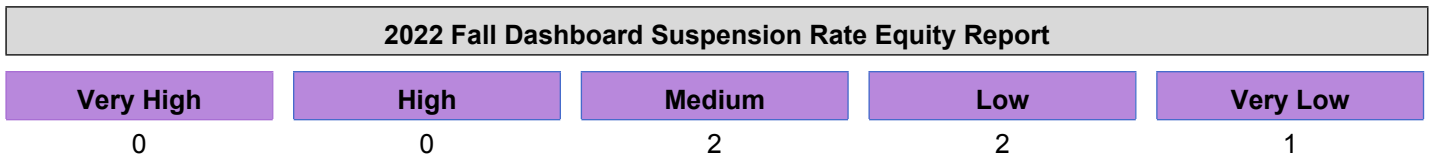
Conditions & Climate Suspension Rate

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														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4 Low</td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">0.7% suspended at least one day</td> </tr> <tr> <td style="text-align: center;">556 Students</td> </tr> </tbody> </table>	All Students	4 Low	0.7% suspended at least one day	556 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5 Very Low</td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">0.2% suspended at least one day</td> </tr> <tr> <td style="text-align: center;">405 Students</td> </tr> </tbody> </table>	English Learners	5 Very Low	0.2% suspended at least one day	405 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 No Performance Level</td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">Less than 11 Students</td> </tr> <tr> <td style="text-align: center;">3 Students</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	Less than 11 Students	3 Students
All Students														
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3 Medium</td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">1.4% suspended at least one day</td> </tr> <tr> <td style="text-align: center;">71 Students</td> </tr> </tbody> </table>	Homeless	3 Medium	1.4% suspended at least one day	71 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4 Low</td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">0.9% suspended at least one day</td> </tr> <tr> <td style="text-align: center;">462 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	4 Low	0.9% suspended at least one day	462 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3 Medium</td> </tr> <tr> <td style="background-color: #e6f2ff; text-align: center;">1.1% suspended at least one day</td> </tr> <tr> <td style="text-align: center;">94 Students</td> </tr> </tbody> </table>	Students with Disabilities	3 Medium	1.1% suspended at least one day	94 Students
Homeless														
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2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">0 No Performance Level Less than 11 Students 2 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 1 Student</p>		<p align="center">0 No Performance Level Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">4 Low 0.6% suspended at least one day 542 Students</p>			<p align="center">0 No Performance Level Less than 11 Students 10 Students</p>

Conclusions based on this data:

1. The suspension rates, overall have declined significantly.
2. The suspension rates for English Learners has declined significantly. -
3. The suspension rates for hispanic students has declined significantly. -

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 (ELPAC)

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 support toward priorities aligned with pupil outcomes and conditions of learning. This goal addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study.

Goal 1

By Spring 2023, all eligible students in grades KN-5 will take the English Language Proficiency Assessment for California (ELPAC). Through strategic professional learning, implementation of best practices and community partnerships, Rio Plaza ELPAC-Summative scores of 4 Overall Performance Level will increase by at least three percent from 14.% in the 2020-2021 academic year to 17.% in the 2022-2023 academic year. Rio Plaza Overall Performance Levels 1, 2, and 3 as measured by the ELPAC-Summative will decrease by at least five percent from 86.0% in the 2021-2022 academic year to 81.0% in the 2022-2023 academic year. In addition, on the CAASPP, the EL Subgroup will increase by three percent in Met or Exceeded, and decrease by three percent in Not Met. In the 2018-2019 school year, the EL subgroup scored as follows: 18% met or exceeded and 82% not met. The goal will be to get to 23% Met or Exceeded and go down to 77% on Not Met.

Identified Need

The percentage of students at each performance level based on ELPAC in 2021-2022 was:

- Level 4: 14%
- Level 3: 25.2%
- Level 2: 31.1%
- Level 1: 28%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC K-5th grade CAASPP EL Subgroup Data	<p>14% of students KN-5 earned a 4 Overall Performance Level score on the ELPAC.</p> <p>95.9% of students in KN-5 earned a score of 1, 2, or 3 on the ELPAC.</p> <p>18% of EL students 3-5 met or exceeded standards on the CAASPP.</p> <p>82% of EL students 3-5 did not meet standards on the CAASPP.</p>	<p>17.1% of students KN-5 will earn a 4 Overall Performance Level score on the ELPAC.</p> <p>82.9% of students in KN-5 will earn a score of 1, 2, or 3 on the ELPAC.</p> <p>On CAASPP, 26% of EL students in grades 3-5 will be at Met or exceeded. 74% of EL students in grades 3-5 will be at Not Met.</p>

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

Strategy/Activity

Create designated ELD Coordinated Schedules at each grade level. Explore the idea of cross-grade-level ELD groups. Teachers will group students by ability groups during Designated ELD instruction to target specific student needs.

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)

No Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide Designated and Integrated ELD hands-on training and professional development for teachers. Training will be delivered by district personnel to explore the new ELD curriculum. Summer training will be offered to teachers as well.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Title I
Salary for subs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide teachers with planning time, grade level and cross grade-level collaboration time, and ELD grouping/regrouping time. The focus of planning time will be to help create language-rich environments with a focus on the ELD standards.

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)]

Shared with goals 2 and 3

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Teachers will use the ELPAC practice tests to design task types and model instructional implications of the expected level of language proficiency.

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)]

No cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

The school will use an EL Coordinator to monitor the EL program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4000

LCFF
Salary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Purchase of necessary supplemental materials, supplies, and technology to support EL 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)

Materials - Shared with goals 1 and 2

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Teachers will differentiate instruction for students with IEPs as indicated by the accommodations on their IEPs. The principal, resource teacher, and classroom teachers will monitor the progress of students with IEPs. The resource teacher will develop and use an instruction schedule for students with IEPs. In addition, the school will begin the process of increasing student access to the Least Restrictive Environment by increasing co-teaching opportunities.

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)

No cost

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.

In review, the effectiveness of implementing the previous goal was impacted by virtual and hybrid learning due to the COVID-19 pandemic.

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

Plans were heavily impacted by COVID-19 school closures. While some of the activities needed to be canceled, others were added on a last minute need basis.

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.

In addition to the continuation of some of these activities for the following school year, Rio Plaza will add additional support and resources to ensure that this goal is met.

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 (Reading)

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 support toward priorities aligned with pupil outcomes and conditions of learning. This goal addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study.

Goal 2

By June 2023, all eligible students in grades 3 - 5 will take the California Assessment of Student Performance and Progress (CAASPP). Through strategic professional learning, implementation of best practices, and community partnerships, Rio Plaza scores of 3 and 4 on the English Language Arts (ELA) section of the CAASPP will increase by at least three percent from 24.% in the 2021-2022 academic year to 27% on the 2022-2023 academic year. Rio Plaza scores of 1 and 2 on the ELA section of the CAASPP will decrease by at least five percent from 76% in the 2021-2022 academic year to 71%% in the 2022-2023 academic year.

Identified Need

The overall percentage of met or exceeded on the CAASPP ELA for 2018-2019 was 27.%. Due to the COVID-19 school closures, the CAASPP was not administered in 2019-2020 and impacted again in 2020-2021.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 3rd-5th grade test scores	24% of 3rd-5th students earned a score of 3 or 4 76% of 3rd-5th students earned a score of 1 or 2	27% of 3rd-5th students will earn a score of 3 or 4 71% of 3rd-5th students will earn a score of 1 or 2

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Hire and train hourly intervention teachers to provide support for students in grades 1-5.

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)

16000

Source(s)

Title I

Salary for intervention teachers

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

Purchase supplemental software subscriptions.

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)

30000

Source(s)

Title I

Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase library books to expand our collection.

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)

10000

Source(s)

Title I

Materials

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

Provide teachers with PLC, common planning, and collaboration time. Hire substitute teachers to cover their classes as needed.

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)

26000

Source(s)

LCFF

Salary

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

Materials, supplies and subscriptions and memberships, and technology will be used to supplement core materials for instruction in ELA.

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)

15000

Source(s)

Title I

Materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Hire and train a librarian.

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)

24,000

Source(s)

LCFF

Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

TK and Kindergarten students

Strategy/Activity

Transitional Kindergarten and Kindergarten teachers and a retired teacher will assess incoming students to determine classroom placement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF

Salary

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Administer CFAs, and IABs, and participate in Learning Priority and Reading Register.

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)

No cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Rio Plaza teachers will identify the specific needs of all students and differentiate instruction in the regular classroom to increase student achievement in ELA.

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)

No cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Students in grades 3-5

Strategy/Activity

The school will use a testing coordinator to oversee the CAASPP.

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)

500

LCFF
Stipend

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Students with special needs.

Strategy/Activity

Teachers will differentiate instruction for students with IEPs as indicated by the accommodations on their IEPs. The principal, resource teacher, and classroom teachers will monitor the progress of students with IEPs. The resource teacher will develop and use an instruction schedule for students with IEPs. In addition, the school will begin the process of increasing student access to the Least Restrictive Environment by increasing co-teaching opportunities.

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)

No cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

The Explore program will provide necessary classroom materials and supplies to support classroom instruction, homework assistance, and enrichment activities.

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)

1000

Title I

Salary

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Spelling Bee: Enrollment fee and trophies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Supplemental curriculum needed for ELA.

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)

10000

Source(s)

Title I

Materials

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

Students in enrolled in dual immersion

Strategy/Activity

Dual Immersion: purchase of supplemental books, materials, subscriptions, etc.

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)

10000

Source(s)

LCFF

Materials

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will use GLAD strategies.

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)

No cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will create Target Time based on student needs.

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)
	No cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase books for upper-grade Novel Studies.

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)
1200	LCFF Materials

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.

In review, the effectiveness of implementing the previous goal was impacted by virtual and hybrid learning due to the COVID-19 pandemic.

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

Plans were havily impacted by COVID-19 school closures. While some of the activities needed to be canceled, others were added on a last minute need basis.

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.

In addition to the continuation of some of these activities for the following school year, Rio Plaza will add additional support and resources to ensure that this goal is met.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal 1 addresses pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, and Caring. This goal also builds on providing extra support 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

By June 2023, all eligible students in grades 3 - 5 will take the California Assessment of Student Performance and Progress (CAASPP). Through strategic professional learning, implementation of best practices, and community partnerships, Rio Plaza scores of 3 and 4 on the Math section of the CAASPP will increase by at least five percent from 17% in the 2021-2022 academic year to 22% in the 2022-2023 academic year. Rio Plaza scores of 1 and 2 on the Math section of the CAASPP will decrease by at least five percent from 83% in the 2021-2022 academic year to 78% in the 2022-2023 academic year.

Identified Need

The overall percentage of met or exceeded on the CAASPP Math for 2018-2019 was 28.4%. Due to the COVID-19 school closures, the CAASPP was not administered in 2019-2020 and impacted again in 2020-2021.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 3rd-5th grade test scores	17% of 3rd-5th students earned a score of 3 or 4 83% of 3rd-5th students earned a score of 1 or 2	22% of 3rd-5th students will earn a score of 3 or 4 78% of 3rd-5th students will earn a score of 1 or 2

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Hire and train hourly intervention teachers to provide support for students in grades 1-5.

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)

Shared with goal 2

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

Purchase supplemental software subscriptions.

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)

Shared with goal 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

Teachers will get summer and during the school year training with DMTI.

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)

10000

LCFF
Salary

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

Provide teachers with PLC, common planning, and collaboration time. Hire substitute teachers to cover their classes as needed.

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)

[Empty input field for Amount(s)]

Source(s)

No cost

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

Materials, supplies and subscriptions and memberships, and technology will be used to supplement core materials for instruction in math.

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)

[Empty input field for Amount(s)]

Source(s)

Shared with goal 2

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Rio Plaza will develop a Maker Space classroom which will include STEAM activities. We will purchase the materials necessary to get this project underway.

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)

10000

Source(s)

LCFF

Materials

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

TK and Kindergarten students

Strategy/Activity

Transitional Kindergarten and Kindergarten teachers and a retired teacher will assess incoming students to determine classroom placement.

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)

Shared with goal 2

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students in 3-5th grade

Strategy/Activity

Administer CFAs, and IABs.

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)

No cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Rio Plaza teachers will identify the specific needs of all students and differentiate instruction in the regular classroom to increase student achievement in math.

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)

No cost

Strategy/Activity 10

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 will use a testing coordinator to oversee the CAASPP.

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)

Shared with goal 2

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Students with special needs

Strategy/Activity

Teachers will differentiate instruction for students with IEPs as indicated by the accommodations on their IEPs. The principal, resource teacher, and classroom teachers will monitor the progress of students with IEPs. The resource teacher will develop and use an instruction schedule for students with IEPs. In addition, the school will begin the process of increasing student access to the Least Restrictive Environment by increasing co-teaching opportunities.

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)

No cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

The Explore program will provide necessary classroom materials and supplies to support classroom instruction, homework assistance, and enrichment activities.

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)

Shared with goal 2

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Curriculum needed for math.

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)

Shared with goal 2

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will create Target Time based on student needs.

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)

[Empty input box for Amount(s)]

Source(s)

No cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All studnets

Strategy/Activity

Teachers will work with the district Math TOSA to help deepen their understanding of math.

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)

[Empty input box for Amount(s)]

Source(s)

No cost

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.

In review, the effectiveness of implementing the previous goal was impacted by virtual and hybrid learning due to the COVID-19 pandemic.

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

Plans were havily impacted by COVID-19 school closures. While some of the activities needed to be canceled, others were added on a last minute need basis.

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.

In addition to the continuation of some of these activities for the following school year, Rio Plaza will add more professional development opportunities, support and resources to help meet this goal.

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

Non Academic

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

Non-academic- Rio Plaza Elementary will create a welcoming and safe environment where students attend and are connected to their school. During the 2021-22 school year, Rio Plaza will maintain an average daily attendance rate of 96.5% or higher.

Identified Need

Attendance data shows that the average daily attendance rate for Rio Plaza during the 2021-22 school year was 83.2%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance (ADA) rates.	ADA for all students in 2021-2022 was 83.2%	ADA for 2022-23 will be 86% or higher.

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

Develop an attendance program that will offer attendance incentives.

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)
1000	LCFF Materials

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

Maintain continuous communication with families regarding the importance of attendance. Use Parent Square as the main form of communication.

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)

No cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with 10% or more absences.

Strategy/Activity

The school will review monthly attendance reports to identify students with excessive absences.

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)

No cost

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

The school will use a counselor to assist students in need of emotional support and to administer positive programs on campus.

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 Furniture, Materials, and Supplies

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

The school will use a Student Support Specialist to assist parents and students regarding the health and safety of 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)
10000	LCFF Salary

Strategy/Activity 6

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 will implement the use of social-emotional learning (SEL). These include CHAMPS, Music, Restorative Justice Practices, and Mindful Mondays and The Leader In Me Program, Charger Bucks.

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)
1000	LCFF Prizes

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Host family engagement events. Provide participation incentives for 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)

1000

Source(s)

LCFF

Materials

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Principal Read-Alouds

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)

1000

Source(s)

LCFF

Materials/Books

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Tech Champ

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

LCFF

Stipend

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Recess/PE Equipment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Title I

Materials

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Field Trips

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20000

Source(s)

Title I

Fees

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Fun Fridays

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)

1000

Source(s)

Title I
Materials

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent/Family Volunteers

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)

No cost

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.

In review, the effectiveness of implementing the previous goal was impacted by virtual and hybrid learning due to the COVID-19 pandemic.

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

Plans were heavily impacted by COVID-19 school closures. While some activities were canceled others were needed on a last minute basis.

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.

In addition to the continuation of some of these activities for the following school year, Rio Plaza will include more fun and interactive activities to respond to the needs of our students and our staff and help with promoting the importance of attendance.

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	\$229,700.00

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	\$113,000.00

Subtotal of additional federal funds included for this school: \$113,000.00

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

State or Local Programs	Allocation (\$)
LCFF	\$116,700.00

Subtotal of state or local funds included for this school: \$116,700.00

Total of federal, state, and/or local funds for this school: \$229,700.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	116,700.00
Title I	113,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	36,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	116,700.00
	Title I	77,000.00
	Title I	36,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,000.00
Goal 2	148,700.00
Goal 3	20,000.00
Goal 4	52,000.00

School Site Council Membership

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

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

Name of Members	Role
Brenda Bravo	Principal
Ruben Castillo	Classroom Teacher
Cynthia Zarate	Classroom Teacher
Natalie Zamudio	Other School Staff
Martin Perez	Parent or Community Member
Gloria Magaña	Parent or Community Member
Araceli Salas Fowler	Parent or Community Member
Arcelia Vergara	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Brenda Bravo on 1/26/2022



SSC Chairperson, Martin Perez on 1/26/2022