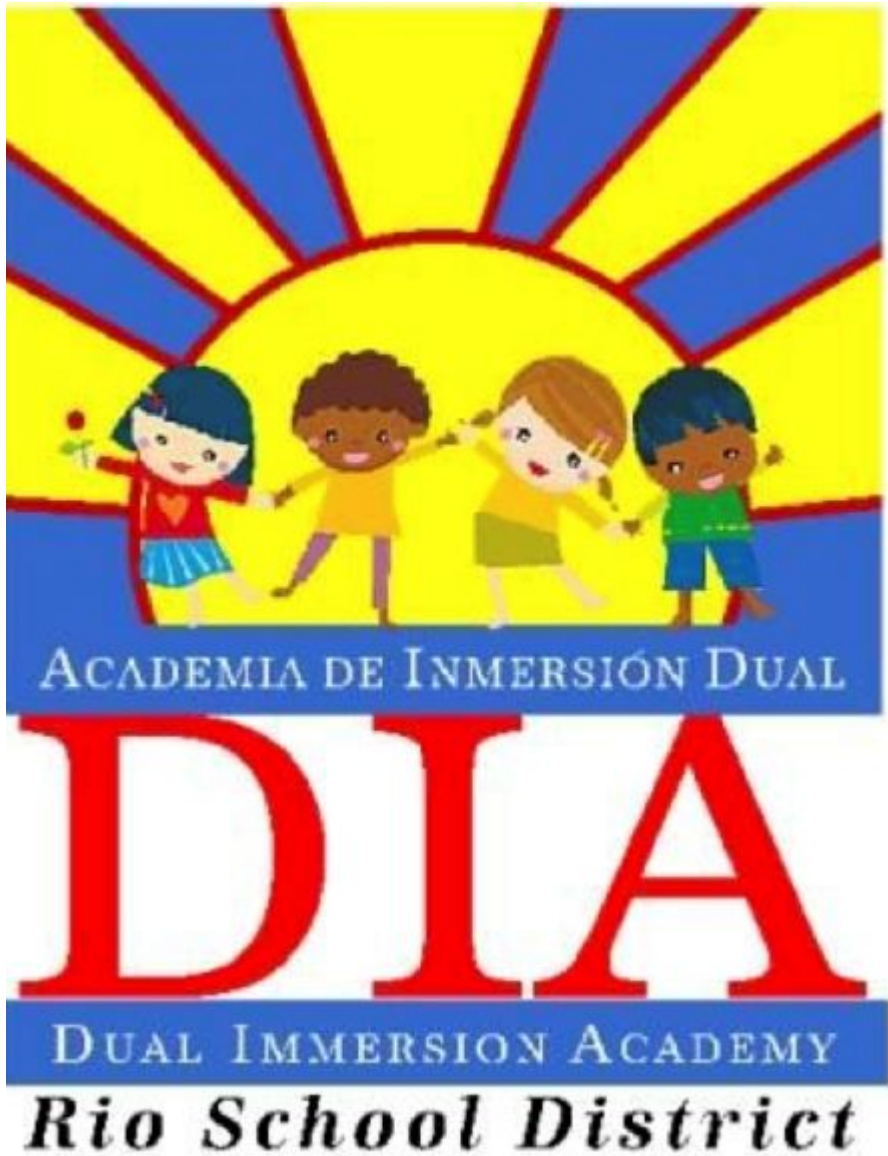


School Year: 2022-23



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 Real Elementary School | 5672561-6119242 | May 18, 2022 | May 18, 2022 |

Purpose and Description

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

Schoolwide Program
School Wide Program

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

The School Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies that will serve to improve student academic outcomes, school climate and involvement of parents and the wider school community and are based on the analysis of quantifiable and qualitative data. The SPSA is aligned with the District Local Control Accountability Plan (LCAP), measurable student outcomes are in support of the LCAP goals, metrics and targets for improvement. The SPSA is a plan that is developed in collaboration with input from stakeholders and finalized and approved for submission to the Rio School District Board of Trustees by the School Site Council.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In December 2021, the Youth Truth Survey was administered electronically to staff, parents, and students. This survey gathers stakeholder feedback for the purpose of school improvement. The same survey questions are asked nationally and the information is used to better understand and address the needs of students in regards to Engagement, Relationships, Culture, Professional Development & Support and School Safety.

Fifty two staff responses indicated that compared to other schools, Rio Real Elementary's highest rated themes were: Engagement and Relationships, the lowest rated themes were School Safety and Culture.

One hundred and seventy five of Rio Real's families were surveyed about their perceptions using the Youth Truth Family Survey and the highest rated themes were: Communication and Feedback and Resources. The lowest rated themes were School Safety and Relationships.

One hundred and sixty nine students at Rio Real Middle were surveyed about their perceptions of school in terms of Engagement, Academic Challenge, Culture, Belonging & Peer Collaboration, and Relationships. Compared to other participating middle schools, Real Middle School student's highest rated themes were: Belonging & Peer Collaboration and Engagement and the lowest rated themes were: Academic Challenge and Relationships.

Compared to other participating middle schools, Rio Real Middle school's highest rated question within the key themes was: I enjoy school most of the time. (which is in the Engagement theme) and the lowest rated question within the key themes was: My teachers give me assignments that really help me learn. (which is in the Academic Challenge theme).

Respondents also provided feedback about School Safety. For example, 76% of respondents responded positively to the question: In my school, there are clear rules against hurting other people (for example, hitting, pushing or tripping).

Compared to other participating elementary schools, 3rd through 5th grade students rated the following themes the highest: Academic Challenge and Belonging and the lowest rated themes were: Engagement and Relationships

Compared to other participating elementary schools, Real Elementary's highest rated question within the key themes was: Do you learn a lot in your class? (which is in the Academic Challenge theme) and the lowest rated question within the key themes was: Does your teacher give you extra help if you need it? (which is in the Relationships theme)

Respondents also provided feedback about School Safety. For example, 62% of respondents responded positively to the question: Do you feel safe in the hallways of the school?

Respondents also provided feedback about Emotional and Mental Health. For example, 57% of respondents responded positively to the question: When I'm feeling upset, there is an adult outside of school I can talk to.

In addition, oral surveys were conducted with parents during Coffee with the Principal and ELAC meetings in October and November of 2021. In both meetings parents resoundingly indicated they would like to see students participate in more field trip opportunities. A deeper analysis to this response resulted in parents identifying authentic learning experiences outside of the classroom, either on or off the campus, as their number one priority for students. In summary, parents felt their students would learn and retain more information and benefit from participating in actual experiences rather than that which they would from a book, which they did not feel would be as productive.

In summary, the adults at Rio Real report a high degree of positive relationships at school to which family members and students agree. Teachers at Rio Real consistently state that their relationships with colleagues at Rio Real feels like family and they care about their students many of whom they have known for years or because they've previously had their older siblings in class. A similar situation applies to students and parents. Engagement is an area which staff also rated the highest followed by students and the lowest rating in this theme is from parents who due to the current health conditions. At the moment, parents are not entering our campus as in past years and it makes them feel less connected to school. Family engagement is the indicator most greatly negatively affected in our survey as it shows it is down 13 points from the previous year.

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 daily occurrence during both the English and Spanish portion of the program. The Rio Elementary School District and Rio Teachers' Association collective bargaining agreement requires all probationary teachers to have three formal classroom observations per year. Permanent teachers receive two classroom observations and are evaluated every other year. In addition, Rio Real also conducts informal classroom visits in place on a daily basis. The walk through/informal observation process is essential to maintaining the 90:10 program model of dual language instruction. Written or in person feedback is regularly shared with teachers. District office staff including Teachers on Special Assignment (TOSAs) partner with site administrators, to participate in the walk-through process provide additional insights into successes and target areas. Effective teaching strategies frequently observed in classrooms are Inquiry and Project Based Instruction, STEAM, Environmental/Gardens and outdoor classrooms.

Rio Real Administrators attend the Ventura County Office of Education (VCOE) Multilingual Network and Dual Language Network meetings at the County level in addition to collaboration with Teachers on Special Assignment (TOSAs) in order to share and increase the use of effective strategies. A partnership with California Lutheran University provides training to teachers through the California Reading and Literature Project in Reading Results Foundational skills which are implemented in K-5 classrooms in English and Spanish and can be observed during classroom observations.

Summary of findings: During formal and informal classroom observations it is evident that there is a focus on oral language to maintain the 90:10 model of language on which the school program is based. At this time due to the time students have spent in distance learning (virtual) over the last

year has resulted in reduced oral language practice which has seriously impacted language acquisition. High yield instructional strategies are sometimes observed during daily informal observations. More professional development is needed in the area of identifying a language objective and adhering to the language model.

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)

State and local assessments are reviewed at regular intervals and when statewide assessments are released. The California Spanish Assessment will also be used to measure student achievement in Spanish. This year we will use Leveled Reading Passages in English and Spanish, Basic Phonics Skills Test in English and Spanish to more accurately measure student learning and growth. These measures of student academic growth were used to determine referrals to the Intervention Progress Team for academic monitoring and potential referral to evaluation for special education.

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

Summative and formative data are used as the basis for instruction and intervention. Summative assessments like CAASPP and ELPAC drive instructional decisions for children. Teachers at all grade levels review, Basic Phonics Skills Test, Leveled Reading Passages, and Interim Assessments data to make decisions on instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Rio Real has 100% percent of teachers who hold appropriate credentials or board approved credentials. Under the Title I Addendum Equity teacher report one teacher is classified as misassigned which means the teacher has a board authorization to teach outside of their credential area, one is inexperienced which means they have 2 or fewer years of teaching experience, one is out of field which means they are on a waiver or authorized permit.

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

All teachers at Rio Real hold a teaching credential and those that teach in Spanish hold an additional bilingual authorization which allows them to teach in Spanish. Professional development in the area of teaching in Spanish is provided. Teachers are provided annual professional development on standards based instructional practices, support from district Teachers on Special Assignment in the areas of mathematics, Science, and English Language Development

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

Staff professional development for the 22-23 school year will be focused on supporting English learners in designated and integrated language development, academic language, and reading foundational skills,

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

The district's Teachers on Special Assignment are available to work with teachers as thinking partners, collaboratively creating and designing lessons with teachers, and being accessible to design/create lessons for outdoor learning and incorporating the concept of the outdoor classroom as a learning space. In addition, the district's Inquiry Based Instructional Design (IBID) group and consultant are available as an active group whom teachers can call on as thinking partners for inquiry based instructional design. The group acts as a reflective thought partner to teachers.

The Math, Engineering, Science Achievement project M(ESA) from UCSB with whom we collaborate, provides mentoring and guidance for our science teacher for the middle school based elective class.

The UCSB Mathematics Project is a professional development program for K-12 mathematics teachers. Teachers are provided a stipend to participate in this training. Teachers may attend the workshops annually.

The superintendent provides lessons for 5th grade students and models teaching decimals, ratios and percents for teachers.

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

Teachers have the availability of 6 dedicated 2 hour sessions in which to plan with grade level peers as well as access to the Teachers on Special Assignment as thinking and planning partners. One time a month teachers also have a preparation day which is a minimum day and teachers are able to prep or meet with grade level peers. A summer retreat will be held in August of 2022 for the leadership team. Some Rio Real teachers are part of the Residency Mentor program through California State University Channel Islands where they have a year long residency teacher with which to collaborate and mentor.

Teaching and Learning

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

Teachers utilize content and language standards throughout the day to develop their lessons in both English and Spanish.

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

Grades K-5 maintain a classroom schedule which identifies all core subjects including reading, mathematics, science and PE including ELD on a daily basis. In middle school there is a master schedule in which each period is held for the same amount of minutes.

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

In K-5 teachers maintain their class schedules and have the flexibility to collaborate with colleagues to provide intervention and ELD based on proficiency and hold small group instruction in their classroom to meet the needs of students who are performing below grade level. In middle school classes, one teacher has 3 periods in which she provides push in support during 2 class periods. She pushes in to math and English Language Arts. For students with IEPs there is a SAI teacher and instructional aid who provide push in support.

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

One hundred percent of students have access to standards based instructional materials based on the Williams Act Instructional Survey.

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

All students have access to Board adopted curriculum and relevant standards aligned supplemental materials for intervention and engagement in all subject areas as planned/designed by classroom teachers.

Opportunity and Equal Educational Access

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

Teachers provide small group instruction and use supplemental software materials that IPTs are held 2x a month, counseling outreach, after school and during school tutoring, provide a welcoming environment to foster relationships and create safe spaces for students to.

Evidence-based educational practices to raise student achievement

PDSA cycle, Teacher collegiality, teacher efficacy, inquiry based learning, language acquisition transfer of knowledge/language, cross linguistic transfer strategies,

Parental Engagement

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

Cultural celebrations, engaging and welcoming community, access to outreach liaison, connection with MICOP, resources that counselor connects families with in the community, logrando bienestar, after school care and programming until 6 pm migrant saturday academy, pre school partnership, after school care at the preschool ad DI principles, newcomer gathering to educate families with practices and expectations of attending and engaging in school in the US.

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)

SSC, ELAC, Coffee with the Principal, Leadership, get input, utilize it to develop the SPSA. The group takes part in the annual needs assessment and takes part in developing ongoing support for the SPSA.

Funding

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

Opportunities for tutoring in ELA, Math, professional development, counseling and supplemental materials and education,

Fiscal support (EPC)

Title I - \$106,419

LCFF - \$129,500

Title I Parent Involvement - \$804

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 a 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 stakeholders to create a long-range goals and strategies (captured in the Local Control Accountability Plan) designed to improve student outcomes as well as college and career readiness.

The goals in this plan were developed to ensure that all students make significant academic progress, and all teachers are provided with the professional development, tools, and resources needed to provide and facilitate exceptional instruction.

Site Level:

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

The principal, teacher leaders, School Site Council members, and English Language Advisory Council members reviewed State and Local Assessment data from the last available year (CAASPP 2020-2021). Based upon achievement trends, we have done the following:

- Established a teacher leadership team
- Established School Site and English Learner Advisory Councils
- Created a professional development strategy
- Integrated the use of technology into the daily curriculum design
- Developed in class strategies using blended learning and small groups to provide interventions designed to help struggling learners
- Implemented Inquiry based teaching and learning strategies for
- Implemented Mindfulness and focus strategies

As part of Rio Real's approval process at the site level involved the following meetings with stakeholders:

- 1) School Site Council meeting 12/8/21, 1/19/22 & 2/2/22, 3/16/22, 4/27/22, 5/18/22
- 2) ELAC Meeting 11/04/21, 3/11/22
- 3) Coffee with the Principal 10/21/21, 11/17/21, 12/07/21, 12/08/21, 1/21/22, 2/24/22, 3/24/22, 4/22/22
- 4) Staff Meeting 11/08/21, 5/9/22
- 5) SPSA approved by the School Site Council on 5/18/22
- 6) SPSA approved by the Río School District Board of Trustees on 5/18/22

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 | 97 | 95 | 71 |
| Grade 1 | 98 | 94 | 98 |
| Grade 2 | 96 | 99 | 93 |
| Grade3 | 90 | 96 | 94 |
| Grade 4 | 94 | 85 | 94 |
| Grade 5 | 83 | 93 | 78 |
| Grade 6 | 41 | 72 | 68 |
| Grade 7 | 41 | 41 | 63 |
| Grade 8 | 42 | 41 | 39 |
| Total Enrollment | 682 | 716 | 698 |

Conclusions based on this data:

1. Enrollment decreased after 18-19 due to the end of the SEI program at Rio Real and then increased in 20-21 comparable to 18-19
2. Hispanics makeup 98% of student population.
3. Students who are white make up the next largest group of at under 2% of the total student body.

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 | 450 | 415 | 471 | 66.0% | 58.00% | 67.5% |
| Fluent English Proficient (FEP) | 86 | 76 | 60 | 12.6% | 10.60% | 8.6% |
| Reclassified Fluent English Proficient (RFEP) | 14 | 15 | | 3.0% | 2.10% | |

Conclusions based on this data:

1. The population of English learners has decreased by 6% since 2019.
2. The percentage of students who are reclassified in a given year has decreased by 4%
3. The percent of Fluent English Proficient students has decreased by 5%

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 | 93 | 95 | 92 | 91 | 92 | 92 | 91 | 92 | 92 | 97.8 | 96.8 | 100.0 |
| Grade 4 | 84 | 83 | 94 | 84 | 80 | 94 | 84 | 80 | 94 | 100 | 96.4 | 100.0 |
| Grade 5 | 124 | 92 | 83 | 123 | 85 | 82 | 123 | 85 | 82 | 99.2 | 92.4 | 98.8 |
| Grade 6 | 44 | 72 | 70 | 43 | 65 | 70 | 42 | 65 | 70 | 97.7 | 90.3 | 100.0 |
| Grade 7 | 43 | 41 | 60 | 43 | 36 | 60 | 43 | 36 | 60 | 100 | 87.8 | 100.0 |
| Grade 8 | 45 | 40 | 40 | 45 | 37 | 40 | 45 | 37 | 40 | 100 | 92.5 | 100.0 |
| All Grades | 433 | 423 | 439 | 429 | 395 | 438 | 428 | 395 | 438 | 99.1 | 93.4 | 99.8 |

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 | 2364. | 2356. | 2380. | 8.79 | 5.43 | 11.96 | 14.29 | 13.04 | 17.39 | 24.18 | 23.91 | 28.26 | 52.75 | 57.61 | 42.39 |
| Grade 4 | 2419. | 2409. | 2414. | 15.48 | 7.50 | 8.51 | 14.29 | 18.75 | 20.21 | 19.05 | 22.50 | 20.21 | 51.19 | 51.25 | 51.06 |
| Grade 5 | 2455. | 2439. | 2472. | 8.94 | 5.88 | 14.63 | 20.33 | 20.00 | 25.61 | 25.20 | 20.00 | 21.95 | 45.53 | 54.12 | 37.80 |
| Grade 6 | 2494. | 2476. | 2434. | 9.52 | 9.23 | 2.86 | 28.57 | 16.92 | 11.43 | 26.19 | 30.77 | 25.71 | 35.71 | 43.08 | 60.00 |
| Grade 7 | 2525. | 2540. | 2534. | 6.98 | 11.11 | 11.67 | 30.23 | 36.11 | 33.33 | 37.21 | 25.00 | 25.00 | 25.58 | 27.78 | 30.00 |
| Grade 8 | 2547. | 2541. | 2541. | 8.89 | 10.81 | 7.50 | 31.11 | 37.84 | 40.00 | 35.56 | 21.62 | 32.50 | 24.44 | 29.73 | 20.00 |
| All Grades | N/A | N/A | N/A | 10.05 | 7.59 | 9.82 | 20.79 | 20.76 | 22.83 | 26.17 | 23.80 | 24.89 | 42.99 | 47.85 | 42.47 |

2019-20 Data:

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

| Reading | | | | | | | | | |
|------------------------------------------------------------------------|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 9.89 | 5.43 | 10.87 | 39.56 | 45.65 | 58.70 | 50.55 | 48.91 | 30.43 |
| Grade 4 | 13.10 | 8.75 | 10.64 | 46.43 | 57.50 | 54.26 | 40.48 | 33.75 | 35.11 |
| Grade 5 | 9.76 | 7.06 | 12.20 | 47.15 | 54.12 | 67.07 | 43.09 | 38.82 | 20.73 |
| Grade 6 | 16.67 | 9.23 | 4.29 | 33.33 | 52.31 | 44.29 | 50.00 | 38.46 | 51.43 |
| Grade 7 | 11.63 | 16.67 | 10.00 | 32.56 | 58.33 | 56.67 | 55.81 | 25.00 | 33.33 |
| Grade 8 | 11.11 | 16.22 | 10.00 | 40.00 | 51.35 | 57.50 | 48.89 | 32.43 | 32.50 |
| All Grades | 11.45 | 9.11 | 9.82 | 41.82 | 52.66 | 56.62 | 46.73 | 38.23 | 33.56 |

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 | 9.89 | 2.17 | 9.78 | 39.56 | 47.83 | 44.57 | 50.55 | 50.00 | 45.65 |
| Grade 4 | 10.71 | 5.00 | 5.32 | 47.62 | 51.25 | 53.19 | 41.67 | 43.75 | 41.49 |
| Grade 5 | 13.01 | 8.24 | 9.76 | 47.97 | 48.24 | 58.54 | 39.02 | 43.53 | 31.71 |
| Grade 6 | 11.90 | 7.69 | 7.14 | 66.67 | 41.54 | 30.00 | 21.43 | 50.77 | 62.86 |
| Grade 7 | 27.91 | 22.22 | 33.33 | 58.14 | 50.00 | 51.67 | 13.95 | 27.78 | 15.00 |
| Grade 8 | 28.89 | 8.11 | 25.00 | 60.00 | 64.86 | 55.00 | 11.11 | 27.03 | 20.00 |
| All Grades | 14.95 | 7.34 | 13.01 | 50.23 | 49.37 | 48.63 | 34.81 | 43.29 | 38.36 |

2019-20 Data:

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

| Listening | | | | | | | | | |
|-----------------------------------------------------|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 4.40 | 2.17 | 5.43 | 67.03 | 76.09 | 67.39 | 28.57 | 21.74 | 27.17 |
| Grade 4 | 11.90 | 2.50 | 6.38 | 60.71 | 73.75 | 71.28 | 27.38 | 23.75 | 22.34 |
| Grade 5 | 8.94 | 2.35 | 10.98 | 53.66 | 74.12 | 69.51 | 37.40 | 23.53 | 19.51 |
| Grade 6 | 16.67 | 9.23 | 7.14 | 57.14 | 72.31 | 55.71 | 26.19 | 18.46 | 37.14 |
| Grade 7 | 2.33 | 5.56 | 6.67 | 72.09 | 83.33 | 75.00 | 25.58 | 11.11 | 18.33 |
| Grade 8 | 8.89 | 10.81 | 5.00 | 68.89 | 67.57 | 80.00 | 22.22 | 21.62 | 15.00 |
| All Grades | 8.64 | 4.56 | 7.08 | 61.68 | 74.43 | 68.95 | 29.67 | 21.01 | 23.97 |

2019-20 Data:

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

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 5.49 | 6.52 | 11.96 | 39.56 | 65.22 | 64.13 | 54.95 | 28.26 | 23.91 |
| Grade 4 | 15.48 | 8.75 | 5.32 | 40.48 | 71.25 | 71.28 | 44.05 | 20.00 | 23.40 |
| Grade 5 | 10.57 | 10.59 | 12.20 | 50.41 | 51.76 | 64.63 | 39.02 | 37.65 | 23.17 |
| Grade 6 | 16.67 | 13.85 | 4.29 | 54.76 | 66.15 | 57.14 | 28.57 | 20.00 | 38.57 |
| Grade 7 | 20.93 | 16.67 | 15.00 | 51.16 | 69.44 | 63.33 | 27.91 | 13.89 | 21.67 |
| Grade 8 | 20.00 | 8.11 | 15.00 | 53.33 | 75.68 | 60.00 | 26.67 | 16.22 | 25.00 |
| All Grades | 13.08 | 10.13 | 10.05 | 46.96 | 65.06 | 64.16 | 39.95 | 24.81 | 25.80 |

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 mean score in all grades decreased except 7th where it stayed relatively the same as the previous two years of test data.
2. Overall achievement of all students decreased in all grade level for the % of students who nearly met the standards thus increasing the percentage of students in standards not met.
3. The % of students who scored at or near the standard in the area of reading, increased in 3rd-7th grade and the % of students who scored below standard decreased. All grades increased in the % at or near standard increased.

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 | 93 | 95 | 92 | 93 | 92 | 92 | 93 | 92 | 92 | 100 | 96.8 | 100.0 |
| Grade 4 | 84 | 83 | 94 | 84 | 79 | 94 | 84 | 79 | 94 | 100 | 95.2 | 100.0 |
| Grade 5 | 124 | 92 | 83 | 124 | 85 | 83 | 124 | 85 | 83 | 100 | 92.4 | 100.0 |
| Grade 6 | 44 | 72 | 70 | 44 | 66 | 70 | 44 | 66 | 70 | 100 | 91.7 | 100.0 |
| Grade 7 | 43 | 41 | 60 | 43 | 36 | 60 | 43 | 36 | 60 | 100 | 87.8 | 100.0 |
| Grade 8 | 45 | 40 | 40 | 45 | 37 | 40 | 45 | 37 | 40 | 100 | 92.5 | 100.0 |
| All Grades | 433 | 423 | 439 | 433 | 395 | 439 | 433 | 395 | 439 | 100 | 93.4 | 100.0 |

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

2019-20 Data:

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 2412. | 2364. | 2409. | 12.90 | 5.43 | 13.04 | 22.58 | 13.04 | 27.17 | 30.11 | 25.00 | 23.91 | 34.41 | 56.52 | 35.87 |
| Grade 4 | 2440. | 2410. | 2418. | 3.57 | 2.53 | 4.26 | 23.81 | 16.46 | 13.83 | 41.67 | 29.11 | 35.11 | 30.95 | 51.90 | 46.81 |
| Grade 5 | 2455. | 2437. | 2464. | 8.06 | 5.88 | 8.43 | 10.48 | 8.24 | 13.25 | 29.84 | 17.65 | 28.92 | 51.61 | 68.24 | 49.40 |
| Grade 6 | 2455. | 2437. | 2404. | 2.27 | 1.52 | 0.00 | 11.36 | 3.03 | 0.00 | 38.64 | 31.82 | 14.29 | 47.73 | 63.64 | 85.71 |
| Grade 7 | 2475. | 2458. | 2485. | 2.33 | 5.56 | 8.33 | 11.63 | 11.11 | 13.33 | 32.56 | 13.89 | 33.33 | 53.49 | 69.44 | 45.00 |
| Grade 8 | 2500. | 2477. | 2484. | 4.44 | 8.11 | 7.50 | 20.00 | 8.11 | 10.00 | 17.78 | 29.73 | 12.50 | 57.78 | 54.05 | 70.00 |
| All Grades | N/A | N/A | N/A | 6.70 | 4.56 | 7.06 | 16.86 | 10.38 | 13.90 | 32.10 | 24.81 | 25.97 | 44.34 | 60.25 | 53.08 |

2019-20 Data:

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

| Concepts & Procedures | | | | | | | | | |
|------------------------------------------------------|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Applying mathematical concepts and procedures | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 23.66 | 9.78 | 21.74 | 35.48 | 34.78 | 47.83 | 40.86 | 55.43 | 30.43 |
| Grade 4 | 16.67 | 5.06 | 8.51 | 27.38 | 30.38 | 32.98 | 55.95 | 64.56 | 58.51 |
| Grade 5 | 11.29 | 2.35 | 8.43 | 22.58 | 30.59 | 51.81 | 66.13 | 67.06 | 39.76 |
| Grade 6 | 2.27 | 1.52 | 0.00 | 43.18 | 30.30 | 17.14 | 54.55 | 68.18 | 82.86 |
| Grade 7 | 4.65 | 8.33 | 5.00 | 32.56 | 30.56 | 53.33 | 62.79 | 61.11 | 41.67 |
| Grade 8 | 13.33 | 2.70 | 2.50 | 26.67 | 40.54 | 40.00 | 60.00 | 56.76 | 57.50 |
| All Grades | 13.63 | 5.06 | 8.88 | 29.79 | 32.41 | 40.55 | 56.58 | 62.53 | 50.57 |

2019-20 Data:

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

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---------------------------------------------------------------------------------------------|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 19.35 | 6.52 | 11.96 | 49.46 | 44.57 | 47.83 | 31.18 | 48.91 | 40.22 |
| Grade 4 | 9.52 | 3.80 | 3.19 | 53.57 | 49.37 | 54.26 | 36.90 | 46.84 | 42.55 |
| Grade 5 | 9.68 | 8.24 | 6.02 | 39.52 | 44.71 | 54.22 | 50.81 | 47.06 | 39.76 |
| Grade 6 | 2.27 | 0.00 | 0.00 | 38.64 | 53.03 | 35.71 | 59.09 | 46.97 | 64.29 |
| Grade 7 | 9.30 | 5.56 | 6.67 | 34.88 | 63.89 | 58.33 | 55.81 | 30.56 | 35.00 |
| Grade 8 | 8.89 | 5.41 | 7.50 | 33.33 | 48.65 | 62.50 | 57.78 | 45.95 | 30.00 |
| All Grades | 10.85 | 5.06 | 5.92 | 43.19 | 49.11 | 51.25 | 45.96 | 45.82 | 42.82 |

2019-20 Data:

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

| Communicating Reasoning | | | | | | | | | |
|------------------------------------------------------------------|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 12.90 | 5.43 | 10.87 | 54.84 | 61.96 | 67.39 | 32.26 | 32.61 | 21.74 |
| Grade 4 | 5.95 | 5.06 | 6.38 | 51.19 | 55.70 | 51.06 | 42.86 | 39.24 | 42.55 |
| Grade 5 | 7.26 | 5.88 | 7.23 | 39.52 | 50.59 | 65.06 | 53.23 | 43.53 | 27.71 |
| Grade 6 | 2.27 | 1.52 | 0.00 | 52.27 | 62.12 | 48.57 | 45.45 | 36.36 | 51.43 |
| Grade 7 | 4.65 | 8.33 | 10.00 | 48.84 | 58.33 | 56.67 | 46.51 | 33.33 | 33.33 |
| Grade 8 | 8.89 | 2.70 | 7.50 | 57.78 | 75.68 | 60.00 | 33.33 | 21.62 | 32.50 |
| All Grades | 7.62 | 4.81 | 7.06 | 49.19 | 59.24 | 58.31 | 43.19 | 35.95 | 34.62 |

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. Mean scale score decreased in all grade levels. In overall achievement for all students, only 7th and 8th grade students increased in the % who exceeded the standards. All grade levels increased in the % of students in the Standard Not Met group as compared to the last 2 years of data.
2. In the area of Concepts and Procedures, the number of students in the % Above Standards decreased in all grade levels, stayed relatively the same in the % At or Near the Standard and increased in the % Below the Standard compared to the previous 2 years of data.
3. In the area of Problem Solving & Modeling/Data Analysis, the % of students At or Near the Standard increased for 6th, 7th and 8th grade students compared to the previous 2 years of data.

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 | 1406.4 | 1398.3 | 1379.3 | 1420.0 | 1416.4 | 1394.7 | 1374.6 | 1355.8 | 1343.5 | 72 | 69 | 49 |
| 1 | 1435.3 | 1420.0 | 1424.1 | 1439.4 | 1444.2 | 1443.7 | 1430.7 | 1395.3 | 1404.0 | 69 | 64 | 69 |
| 2 | 1487.3 | 1459.7 | 1446.0 | 1489.1 | 1468.0 | 1464.6 | 1485.0 | 1450.8 | 1426.9 | 70 | 75 | 64 |
| 3 | 1494.0 | 1479.1 | 1499.6 | 1484.5 | 1481.2 | 1494.4 | 1502.9 | 1476.5 | 1504.5 | 71 | 69 | 70 |
| 4 | 1517.4 | 1517.6 | 1508.1 | 1517.3 | 1521.0 | 1501.0 | 1517.0 | 1513.6 | 1514.7 | 48 | 61 | 64 |
| 5 | 1529.7 | 1534.3 | 1531.3 | 1524.4 | 1532.7 | 1522.1 | 1534.5 | 1535.4 | 1540.1 | 77 | 61 | 55 |
| 6 | 1520.6 | 1537.2 | 1520.8 | 1505.0 | 1532.0 | 1518.1 | 1535.8 | 1541.9 | 1523.1 | 21 | 35 | 43 |
| 7 | 1540.9 | 1565.3 | 1566.2 | 1527.8 | 1569.1 | 1564.0 | 1553.4 | 1561.0 | 1568.3 | 16 | 19 | 30 |
| 8 | * | 1564.8 | 1549.5 | * | 1564.6 | 1545.6 | * | 1564.7 | 1553.2 | 9 | 18 | 17 |
| All Grades | | | | | | | | | | 453 | 471 | 461 |

2019-20 Data:

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

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 4.17 | 5.80 | 0.00 | 31.94 | 23.19 | 24.49 | 47.22 | 49.28 | 42.86 | 16.67 | 21.74 | 32.65 | 72 | 69 | 49 |
| 1 | 4.35 | 6.25 | 2.90 | 27.54 | 17.19 | 23.19 | 39.13 | 37.50 | 40.58 | 28.99 | 39.06 | 33.33 | 69 | 64 | 69 |
| 2 | 15.71 | 9.33 | 3.13 | 42.86 | 42.67 | 50.00 | 37.14 | 28.00 | 20.31 | 4.29 | 20.00 | 26.56 | 70 | 75 | 64 |
| 3 | 16.90 | 7.25 | 22.86 | 40.85 | 34.78 | 34.29 | 30.99 | 39.13 | 32.86 | 11.27 | 18.84 | 10.00 | 71 | 69 | 70 |
| 4 | 16.67 | 29.51 | 12.50 | 47.92 | 36.07 | 48.44 | 27.08 | 22.95 | 25.00 | 8.33 | 11.48 | 14.06 | 48 | 61 | 64 |
| 5 | 19.48 | 22.95 | 30.91 | 45.45 | 40.98 | 38.18 | 31.17 | 31.15 | 20.00 | 3.90 | 4.92 | 10.91 | 77 | 61 | 55 |
| 6 | 23.81 | 22.86 | 20.93 | 38.10 | 42.86 | 32.56 | 28.57 | 22.86 | 32.56 | 9.52 | 11.43 | 13.95 | 21 | 35 | 43 |
| 7 | 12.50 | 47.37 | 36.67 | 56.25 | 31.58 | 40.00 | 25.00 | 10.53 | 23.33 | 6.25 | 10.53 | 0.00 | 16 | 19 | 30 |
| 8 | * | 33.33 | 35.29 | * | 50.00 | 41.18 | * | 5.56 | 17.65 | * | 11.11 | 5.88 | * | 18 | 17 |
| All Grades | 13.25 | 15.92 | 15.40 | 39.96 | 33.97 | 36.66 | 35.10 | 31.85 | 29.50 | 11.70 | 18.26 | 18.44 | 453 | 471 | 461 |

2019-20 Data:

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

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 6.94 | 7.25 | 6.12 | 38.89 | 42.03 | 28.57 | 38.89 | 28.99 | 32.65 | 15.28 | 21.74 | 32.65 | 72 | 69 | 49 |
| 1 | 7.25 | 12.50 | 11.59 | 31.88 | 34.38 | 36.23 | 31.88 | 37.50 | 33.33 | 28.99 | 15.63 | 18.84 | 69 | 64 | 69 |
| 2 | 27.14 | 16.00 | 17.19 | 50.00 | 44.00 | 45.31 | 18.57 | 28.00 | 26.56 | 4.29 | 12.00 | 10.94 | 70 | 75 | 64 |
| 3 | 29.58 | 20.29 | 32.86 | 43.66 | 55.07 | 42.86 | 15.49 | 11.59 | 17.14 | 11.27 | 13.04 | 7.14 | 71 | 69 | 70 |
| 4 | 47.92 | 40.98 | 21.88 | 31.25 | 37.70 | 56.25 | 18.75 | 13.11 | 14.06 | 2.08 | 8.20 | 7.81 | 48 | 61 | 64 |
| 5 | 41.56 | 40.98 | 47.27 | 44.16 | 47.54 | 36.36 | 9.09 | 8.20 | 7.27 | 5.19 | 3.28 | 9.09 | 77 | 61 | 55 |
| 6 | 28.57 | 40.00 | 37.21 | 38.10 | 34.29 | 39.53 | 23.81 | 20.00 | 11.63 | 9.52 | 5.71 | 11.63 | 21 | 35 | 43 |
| 7 | 50.00 | 52.63 | 40.00 | 25.00 | 31.58 | 50.00 | 18.75 | 10.53 | 10.00 | 6.25 | 5.26 | 0.00 | 16 | 19 | 30 |
| 8 | * | 50.00 | 47.06 | * | 38.89 | 41.18 | * | 0.00 | 5.88 | * | 11.11 | 5.88 | * | 18 | 17 |
| All Grades | 26.71 | 25.90 | 26.25 | 40.40 | 42.25 | 41.87 | 21.85 | 20.17 | 19.52 | 11.04 | 11.68 | 12.36 | 453 | 471 | 461 |

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 | 4.35 | 0.00 | 20.83 | 5.80 | 6.12 | 61.11 | 55.07 | 57.14 | 18.06 | 34.78 | 36.73 | 72 | 69 | 49 |
| 1 | 4.35 | 3.13 | 2.90 | 18.84 | 14.06 | 14.49 | 43.48 | 18.75 | 30.43 | 33.33 | 64.06 | 52.17 | 69 | 64 | 69 |
| 2 | 10.00 | 4.00 | 3.13 | 34.29 | 34.67 | 31.25 | 28.57 | 36.00 | 29.69 | 27.14 | 25.33 | 35.94 | 70 | 75 | 64 |
| 3 | 11.27 | 2.90 | 17.14 | 30.99 | 20.29 | 27.14 | 40.85 | 39.13 | 32.86 | 16.90 | 37.68 | 22.86 | 71 | 69 | 70 |
| 4 | 12.50 | 14.75 | 9.38 | 20.83 | 24.59 | 39.06 | 52.08 | 39.34 | 23.44 | 14.58 | 21.31 | 28.13 | 48 | 61 | 64 |
| 5 | 3.90 | 18.03 | 25.45 | 23.38 | 9.84 | 27.27 | 62.34 | 57.38 | 30.91 | 10.39 | 14.75 | 16.36 | 77 | 61 | 55 |
| 6 | 23.81 | 20.00 | 11.63 | 9.52 | 20.00 | 16.28 | 52.38 | 37.14 | 55.81 | 14.29 | 22.86 | 16.28 | 21 | 35 | 43 |
| 7 | 12.50 | 26.32 | 26.67 | 37.50 | 26.32 | 26.67 | 37.50 | 26.32 | 43.33 | 12.50 | 21.05 | 3.33 | 16 | 19 | 30 |
| 8 | * | 11.11 | 17.65 | * | 50.00 | 41.18 | * | 22.22 | 29.41 | * | 16.67 | 11.76 | * | 18 | 17 |
| All Grades | 8.17 | 9.34 | 11.28 | 24.72 | 20.17 | 24.73 | 47.68 | 39.28 | 35.79 | 19.43 | 31.21 | 28.20 | 453 | 471 | 461 |

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 | 8.33 | 13.04 | 4.08 | 68.06 | 75.36 | 69.39 | 23.61 | 11.59 | 26.53 | 72 | 69 | 49 |
| 1 | 34.78 | 23.44 | 23.19 | 49.28 | 67.19 | 69.57 | 15.94 | 9.38 | 7.25 | 69 | 64 | 69 |
| 2 | 41.43 | 18.67 | 15.63 | 57.14 | 76.00 | 70.31 | 1.43 | 5.33 | 14.06 | 70 | 75 | 64 |
| 3 | 18.31 | 26.09 | 42.86 | 67.61 | 60.87 | 52.86 | 14.08 | 13.04 | 4.29 | 71 | 69 | 70 |
| 4 | 41.67 | 49.18 | 45.31 | 47.92 | 39.34 | 50.00 | 10.42 | 11.48 | 4.69 | 48 | 61 | 64 |
| 5 | 7.79 | 29.51 | 30.91 | 83.12 | 63.93 | 56.36 | 9.09 | 6.56 | 12.73 | 77 | 61 | 55 |
| 6 | 14.29 | 25.71 | 27.91 | 71.43 | 62.86 | 62.79 | 14.29 | 11.43 | 9.30 | 21 | 35 | 43 |
| 7 | 12.50 | 36.84 | 20.00 | 62.50 | 52.63 | 70.00 | 25.00 | 10.53 | 10.00 | 16 | 19 | 30 |
| 8 | * | 33.33 | 17.65 | * | 55.56 | 76.47 | * | 11.11 | 5.88 | * | 18 | 17 |
| All Grades | 22.74 | 26.75 | 27.11 | 64.02 | 63.48 | 62.47 | 13.25 | 9.77 | 10.41 | 453 | 471 | 461 |

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 | 12.50 | 7.25 | 4.08 | 68.06 | 55.07 | 55.10 | 19.44 | 37.68 | 40.82 | 72 | 69 | 49 |
| 1 | 4.35 | 7.81 | 8.70 | 60.87 | 65.63 | 60.87 | 34.78 | 26.56 | 30.43 | 69 | 64 | 69 |
| 2 | 18.57 | 26.67 | 17.19 | 72.86 | 54.67 | 70.31 | 8.57 | 18.67 | 12.50 | 70 | 75 | 64 |
| 3 | 35.21 | 37.68 | 45.71 | 52.11 | 50.72 | 45.71 | 12.68 | 11.59 | 8.57 | 71 | 69 | 70 |
| 4 | 62.50 | 57.38 | 18.75 | 35.42 | 36.07 | 71.88 | 2.08 | 6.56 | 9.38 | 48 | 61 | 64 |
| 5 | 64.94 | 75.41 | 65.45 | 28.57 | 18.03 | 27.27 | 6.49 | 6.56 | 7.27 | 77 | 61 | 55 |
| 6 | 42.86 | 57.14 | 46.51 | 38.10 | 40.00 | 41.86 | 19.05 | 2.86 | 11.63 | 21 | 35 | 43 |
| 7 | 62.50 | 78.95 | 76.67 | 31.25 | 15.79 | 23.33 | 6.25 | 5.26 | 0.00 | 16 | 19 | 30 |
| 8 | * | 77.78 | 58.82 | * | 11.11 | 35.29 | * | 11.11 | 5.88 | * | 18 | 17 |
| All Grades | 33.55 | 39.49 | 32.97 | 52.32 | 44.16 | 51.63 | 14.13 | 16.35 | 15.40 | 453 | 471 | 461 |

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 | 1.45 | 0.00 | 75.00 | 63.77 | 67.35 | 25.00 | 34.78 | 32.65 | 72 | 69 | 49 |
| 1 | 11.59 | 7.81 | 10.14 | 49.28 | 26.56 | 30.43 | 39.13 | 65.63 | 59.42 | 69 | 64 | 69 |
| 2 | 11.43 | 10.67 | 4.69 | 70.00 | 65.33 | 57.81 | 18.57 | 24.00 | 37.50 | 70 | 75 | 64 |
| 3 | 4.23 | 2.90 | 10.00 | 66.20 | 53.62 | 54.29 | 29.58 | 43.48 | 35.71 | 71 | 69 | 70 |
| 4 | 8.33 | 16.39 | 7.81 | 68.75 | 50.82 | 62.50 | 22.92 | 32.79 | 29.69 | 48 | 61 | 64 |
| 5 | 9.09 | 16.39 | 25.45 | 71.43 | 62.30 | 52.73 | 19.48 | 21.31 | 21.82 | 77 | 61 | 55 |
| 6 | 23.81 | 22.86 | 11.63 | 28.57 | 31.43 | 30.23 | 47.62 | 45.71 | 58.14 | 21 | 35 | 43 |
| 7 | 18.75 | 42.11 | 33.33 | 43.75 | 31.58 | 43.33 | 37.50 | 26.32 | 23.33 | 16 | 19 | 30 |
| 8 | * | 33.33 | 29.41 | * | 33.33 | 41.18 | * | 33.33 | 29.41 | * | 18 | 17 |
| All Grades | 8.83 | 12.31 | 12.15 | 64.24 | 50.74 | 50.11 | 26.93 | 36.94 | 37.74 | 453 | 471 | 461 |

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 | 31.94 | 11.59 | 4.08 | 47.22 | 47.83 | 59.18 | 20.83 | 40.58 | 36.73 | 72 | 69 | 49 |
| 1 | 4.35 | 3.13 | 4.35 | 63.77 | 46.88 | 63.77 | 31.88 | 50.00 | 31.88 | 69 | 64 | 69 |
| 2 | 11.43 | 9.33 | 7.81 | 62.86 | 54.67 | 53.13 | 25.71 | 36.00 | 39.06 | 70 | 75 | 64 |
| 3 | 23.94 | 8.70 | 28.57 | 64.79 | 62.32 | 60.00 | 11.27 | 28.99 | 11.43 | 71 | 69 | 70 |
| 4 | 12.50 | 11.48 | 23.44 | 79.17 | 70.49 | 59.38 | 8.33 | 18.03 | 17.19 | 48 | 61 | 64 |
| 5 | 11.69 | 18.03 | 41.82 | 84.42 | 65.57 | 45.45 | 3.90 | 16.39 | 12.73 | 77 | 61 | 55 |
| 6 | 14.29 | 17.14 | 23.26 | 76.19 | 82.86 | 67.44 | 9.52 | 0.00 | 9.30 | 21 | 35 | 43 |
| 7 | 18.75 | 21.05 | 33.33 | 75.00 | 73.68 | 63.33 | 6.25 | 5.26 | 3.33 | 16 | 19 | 30 |
| 8 | * | 11.11 | 11.76 | * | 77.78 | 82.35 | * | 11.11 | 5.88 | * | 18 | 17 |
| All Grades | 16.34 | 11.25 | 19.52 | 67.55 | 60.93 | 59.44 | 16.11 | 27.81 | 21.04 | 453 | 471 | 461 |

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. ELPAC Summative Assessment data demonstrates an increase in mean score in the area of oral language development starting in 4th grade and consistently continuing to 7th grade. There are no scores prior to 20-21 to compare for 8th grade. The percentage of students in the overall language performance levels 1-3 have increased significantly while the percentage of students in level 4 has decreased.
2. Percentage of students in the Listening Domain Performance Level for All Students has decreased in Well Developed and increased in Moderately Developed. Interestingly enough in the Speaking Domain the percentage of

students in the Well Developed level has increased and decreased in the Somewhat/Moderately developed level. The Reading Domain has decreased at the highest levels, Well Developed and Somewhat/Moderately and increased at the lowest/Beginning level by up to 8%.

3. The Writing Domain has been hugely impacted by the COVID pandemic. While the students performing in the Somewhat and Moderately performance levels, the Well Developed has significantly decreased by 17% and the percentage of students at the Beginning performance level in Writing has significantly increased from 14% in 17-18 to 28% in 20-21. A focus on writing should be part of Designated English Language Development and Integrated English Language Development on a daily basis. Professional Development support from the districts English Learner TOSA in the area of writing will be a focus in the coming year(s).

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 |
| 698 | 65.5 | 67.5 | 0.1 |
| Total Number of Students enrolled in Rio Real Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---------------------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 471 | 67.5 |
| Foster Youth | 1 | 0.1 |
| Homeless | 86 | 12.3 |
| Socioeconomically Disadvantaged | 457 | 65.5 |
| Students with Disabilities | 71 | 10.2 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 1 | 0.1 |
| American Indian | | |
| Asian | | |
| Filipino | 1 | 0.1 |
| Hispanic | 684 | 98.0 |
| Two or More Races | 2 | 0.3 |
| Pacific Islander | | |
| White | 9 | 1.3 |

Conclusions based on this data:

1. Rio Real has a significant amount of students who are Hispanic that comprise 98% of the student body.
2. English learners make up 58% of the student body indicating that 40% of students are likely 2nd, 3rd or 4th generation Hispanic families whose children enter kindergarten as English proficient.
3. Rio Real is school is a two-way dual immersion program school with Spanish as the target language. The balance of Spanish dominant students is close to 60% and English dominant is close to 40%. It is unknown what percentage of students are primarily Mixtec speakers with neither English nor Spanish as their dominant language.

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 3 Medium |
| Mathematics 2 Low | | |
| English Learner Progress 3 Medium | | |

Conclusions based on this data:

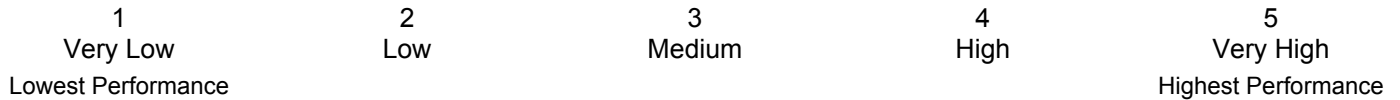
1. Rio Real is a family oriented school with over 300 sibling pairs and many more students who are first or 2nd cousins. The positive impact of family coupled with restorative practices and the support of a full time counselor, has reduced the suspension rate to a low of 7 in the 17-18 school year. The current rate which indicates yellow on the California Dashboard is a reflection of a slight increase in the number of suspensions in the 18-19 school .year.
2. While Rio Real typically has a positive attendance rate hovering at 97%, the current pandemic has negatively affected both in person and virtual attendance for the 20-21 and 21-22 school years.
3. The overall academic performance level in mathematics and English Language Arts is low.

School and Student Performance Data

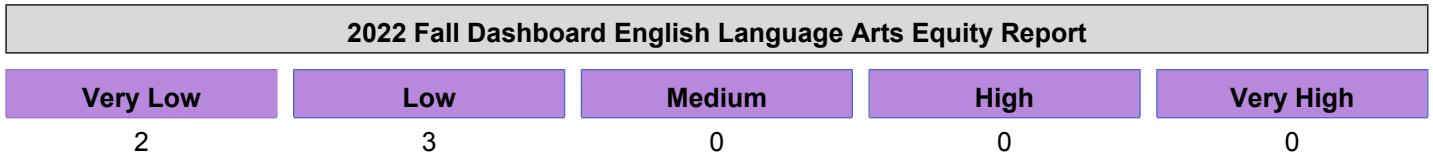
Academic Performance English Language Arts

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

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



This section provides number of student groups in each level.



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

| 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group | | | | | | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------|----------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------|----------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------|----------------------------|-------------|
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">47.4 points below standard</td> </tr> <tr> <td style="text-align: center;">424 Students</td> </tr> </tbody> </table> | All Students | 2 Low | 47.4 points below standard | 424 Students | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">64.3 points below standard</td> </tr> <tr> <td style="text-align: center;">308 Students</td> </tr> </tbody> </table> | English Learners | 2 Low | 64.3 points below standard | 308 Students | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 No Performance Level</td> </tr> <tr> <td style="text-align: center;">2 Students</td> </tr> </tbody> </table> | Foster Youth | 0 No Performance Level | 2 Students | |
| All Students | | | | | | | | | | | | | | |
| 2 Low | | | | | | | | | | | | | | |
| 47.4 points below standard | | | | | | | | | | | | | | |
| 424 Students | | | | | | | | | | | | | | |
| English Learners | | | | | | | | | | | | | | |
| 2 Low | | | | | | | | | | | | | | |
| 64.3 points below standard | | | | | | | | | | | | | | |
| 308 Students | | | | | | | | | | | | | | |
| Foster Youth | | | | | | | | | | | | | | |
| 0 No Performance Level | | | | | | | | | | | | | | |
| 2 Students | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 Very Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">85.8 points below standard</td> </tr> <tr> <td style="text-align: center;">49 Students</td> </tr> </tbody> </table> | Homeless | 1 Very Low | 85.8 points below standard | 49 Students | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">67.3 points below standard</td> </tr> <tr> <td style="text-align: center;">278 Students</td> </tr> </tbody> </table> | Socioeconomically Disadvantaged | 2 Low | 67.3 points below standard | 278 Students | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 Very Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">99.9 points below standard</td> </tr> <tr> <td style="text-align: center;">51 Students</td> </tr> </tbody> </table> | Students with Disabilities | 1 Very Low | 99.9 points below standard | 51 Students |
| Homeless | | | | | | | | | | | | | | |
| 1 Very Low | | | | | | | | | | | | | | |
| 85.8 points below standard | | | | | | | | | | | | | | |
| 49 Students | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | | |
| 2 Low | | | | | | | | | | | | | | |
| 67.3 points below standard | | | | | | | | | | | | | | |
| 278 Students | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| 1 Very Low | | | | | | | | | | | | | | |
| 99.9 points below standard | | | | | | | | | | | | | | |
| 51 Students | | | | | | | | | | | | | | |

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------|-----------------------------------------------------------------|
| <p align="center">0 No Performance Level 1 Student</p> | | | |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p align="center">2 Low 49.7 points below standard 415 Students</p> | <p align="center">0 No Performance Level 2 Students</p> | | <p align="center">0 No Performance Level 6 Students</p> |

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 |
|-------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------|
| <p align="center">76.5 points below standard 259 Students</p> | <p align="center">0.3 points below standard 49 Students</p> | <p align="center">14.9 points below standard 88 Students</p> |

Conclusions based on this data:

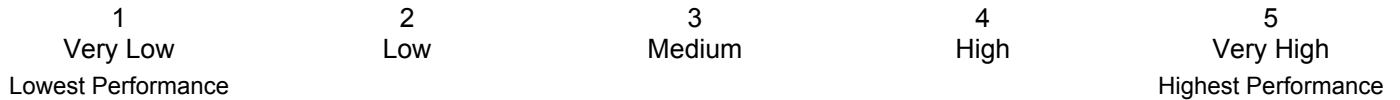
- English Language Learners make up the second largest and 3rd highest points below standard of students reflected in this data. The group with the highest points below standard is our Students with Disabilities followed by Homeless youth.
- English only and current English Learners declined in comparison to Reclassified students who performed 11.1 points above standard even though this is a decrease from the previous year.
- Staff professional Development in the area of Language Arts has to be a focus in the coming year.

School and Student Performance Data

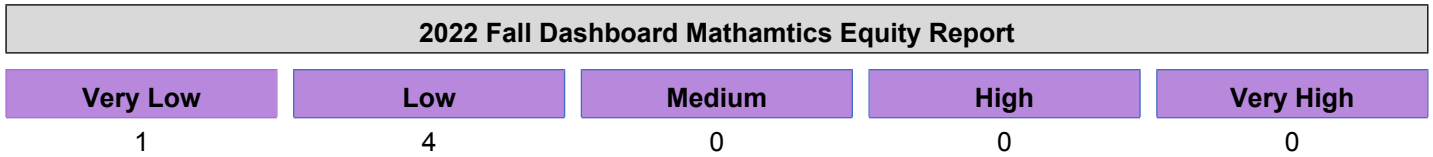
Academic Performance Mathematics

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: #e0e0e0;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 Low</td> </tr> <tr style="background-color: #d9e1f2;"> <td style="text-align: center;">73.7 points below standard</td> </tr> <tr> <td style="text-align: center;">424 Students</td> </tr> </tbody> </table> | All Students | 2 Low | 73.7 points below standard | 424 Students | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 Low</td> </tr> <tr style="background-color: #d9e1f2;"> <td style="text-align: center;">85.3 points below standard</td> </tr> <tr> <td style="text-align: center;">308 Students</td> </tr> </tbody> </table> | English Learners | 2 Low | 85.3 points below standard | 308 Students | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 No Performance Level</td> </tr> <tr> <td style="text-align: center;">2 Students</td> </tr> </tbody> </table> | Foster Youth | 0 No Performance Level | 2 Students | |
| All Students | | | | | | | | | | | | | | |
| 2 Low | | | | | | | | | | | | | | |
| 73.7 points below standard | | | | | | | | | | | | | | |
| 424 Students | | | | | | | | | | | | | | |
| English Learners | | | | | | | | | | | | | | |
| 2 Low | | | | | | | | | | | | | | |
| 85.3 points below standard | | | | | | | | | | | | | | |
| 308 Students | | | | | | | | | | | | | | |
| Foster Youth | | | | | | | | | | | | | | |
| 0 No Performance Level | | | | | | | | | | | | | | |
| 2 Students | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 Low</td> </tr> <tr style="background-color: #d9e1f2;"> <td style="text-align: center;">93.2 points below standard</td> </tr> <tr> <td style="text-align: center;">49 Students</td> </tr> </tbody> </table> | Homeless | 2 Low | 93.2 points below standard | 49 Students | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 Low</td> </tr> <tr style="background-color: #d9e1f2;"> <td style="text-align: center;">90.8 points below standard</td> </tr> <tr> <td style="text-align: center;">278 Students</td> </tr> </tbody> </table> | Socioeconomically Disadvantaged | 2 Low | 90.8 points below standard | 278 Students | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 Very Low</td> </tr> <tr style="background-color: #d9e1f2;"> <td style="text-align: center;">132.4 points below standard</td> </tr> <tr> <td style="text-align: center;">51 Students</td> </tr> </tbody> </table> | Students with Disabilities | 1 Very Low | 132.4 points below standard | 51 Students |
| Homeless | | | | | | | | | | | | | | |
| 2 Low | | | | | | | | | | | | | | |
| 93.2 points below standard | | | | | | | | | | | | | | |
| 49 Students | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | | |
| 2 Low | | | | | | | | | | | | | | |
| 90.8 points below standard | | | | | | | | | | | | | | |
| 278 Students | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| 1 Very Low | | | | | | | | | | | | | | |
| 132.4 points below standard | | | | | | | | | | | | | | |
| 51 Students | | | | | | | | | | | | | | |

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--------------------------------------------------------|-----------------------------------------|------------------|-----------------------------------------|
| 0 No Performance Level 1 Student | | | |
| Hispanic | Two or More Races | Pacific Islander | White |
| 2 Low 75.5 points below standard 415 Students | 0 No Performance Level 2 Students | | 0 No Performance Level 6 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 |
|--------------------------------------------|-------------------------------------------|-------------------------------------------|
| 90.8 points below standard 259 Students | 56.3 points below standard 49 Students | 53.0 points below standard 88 Students |

Conclusions based on this data:

- Students with Disabilities and Homeless Youth continue to demonstrate the largest performance levels below standards which is the same as in English Language Arts.
- In Mathematics, Reclassified students maintained their scores however, they still perform at 37 points below standard. English Only students had the narrowest points below standard at 28.6% and English Learners had the largest spread from standard at 86.5 points below standard in Mathematics.
- Collaboration with the Mathematics Teacher on Special Assignment (Math TOSA) to create an depth analysis of need and plan in the area of professional development has to be a concerted effort as part of this plan. A focus on the language of instruction and the language of assessment to evaluate the need for designated and integrated ELD to support the area of mathematics. This could be a collaborative effort with and between the ELD and Math TOSAs as they collaborate with teachers K-5 and 6-8.

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 |
| 54.3 making progress towards English language proficiency |
| Number of EL Students: 398 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 |
|--------------------------|--------------------------------------------|-------------------------|------------------------------------|
| 61 | 121 | 31 | 185 |

Conclusions based on this data:

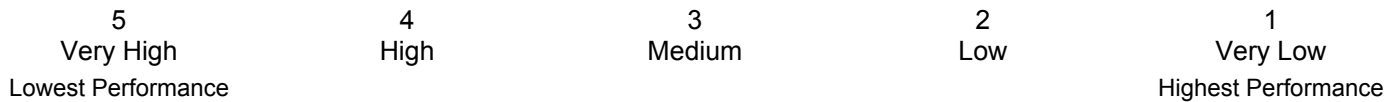
- All students maintained or increased their ELPI level. No students decreased an ELPI level.
- The largest percentage of students (50%) increased at least one ELPI level indicating they benefit from instruction in English and Spanish and are able to transfer knowledge from Spanish to the 4 domains of English language as tested on the ELPAC.
- A small number of students (8), maintained the highest level (4) indicating our English Language Development instruction needs to be stronger. Reviewing the requirements to go from levels 1, 2 and 3 to 4 should be a focus for teachers in order to create a plan of instruction. Support from the districts English Language Development Teacher on Special Assignment to support teaches in creating this plan should be part of the process to improve student acquisition of language..

School and Student Performance Data

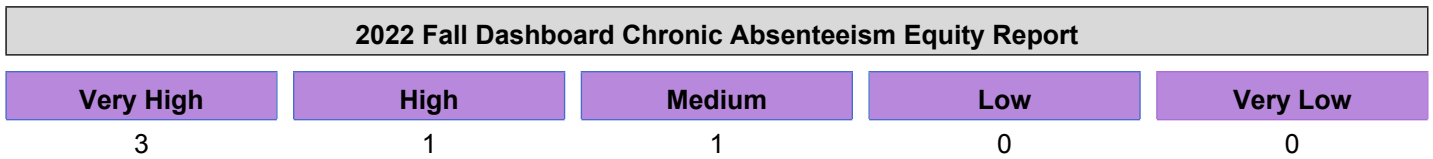
Academic Engagement Chronic Absenteeism

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 21.7% Chronically Absent 725 Students | English Learners 2 High 17.8% Chronically Absent 489 Students | Foster Youth 0 No Performance Level Less than 11 Students 4 Students |
| Homeless 3 Medium 7.6% Chronically Absent 92 Students | Socioeconomically Disadvantaged 1 Very High 20.6% Chronically Absent 481 Students | Students with Disabilities 1 Very High 27% Chronically Absent 89 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 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 21.9% Chronically Absent 709 Students</p> | <p align="center">0 No Performance Level Less than 11 Students 2 Students</p> | | <p align="center">0 No Performance Level 8.3% Chronically Absent 12 Students</p> |

Conclusions based on this data:

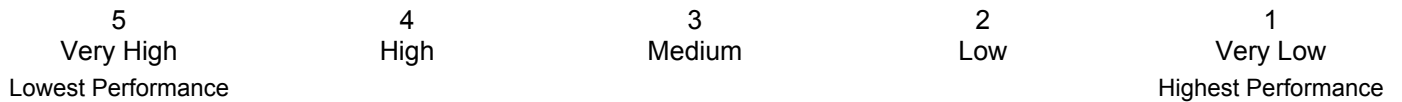
1. The data reflected here demonstrates a slight increase between 1.1% and 2.9% for the groups All Students, English Learners, Socioeconomically Disadvantaged and Students with Disabilities
2. Due to the current pandemic starting in the spring of 2020, we expect the chronic absenteeism rate to increase for the 21-22 school years..

School and Student Performance Data

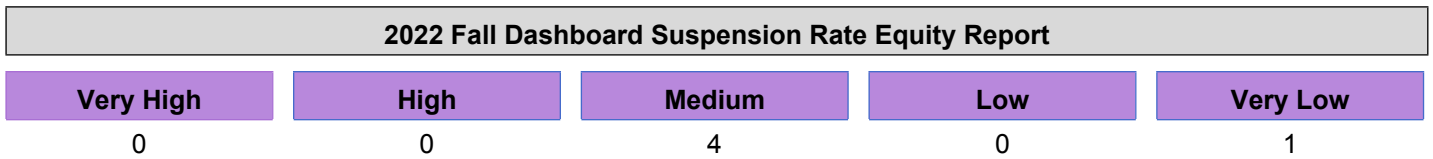
Conditions & Climate Suspension Rate

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%; text-align: center;"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td>3 Medium</td> </tr> <tr style="background-color: #e6f2ff;"> <td>2% suspended at least one day</td> </tr> <tr> <td>736 Students</td> </tr> </tbody> </table> | All Students | 3 Medium | 2% suspended at least one day | 736 Students | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td>3 Medium</td> </tr> <tr style="background-color: #e6f2ff;"> <td>2.2% suspended at least one day</td> </tr> <tr> <td>497 Students</td> </tr> </tbody> </table> | English Learners | 3 Medium | 2.2% suspended at least one day | 497 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 style="background-color: #e6f2ff;"> <td>Less than 11 Students</td> </tr> <tr> <td>4 Students</td> </tr> </tbody> </table> | Foster Youth | 0 No Performance Level | Less than 11 Students | 4 Students |
| All Students | | | | | | | | | | | | | | |
| 3 Medium | | | | | | | | | | | | | | |
| 2% suspended at least one day | | | | | | | | | | | | | | |
| 736 Students | | | | | | | | | | | | | | |
| English Learners | | | | | | | | | | | | | | |
| 3 Medium | | | | | | | | | | | | | | |
| 2.2% suspended at least one day | | | | | | | | | | | | | | |
| 497 Students | | | | | | | | | | | | | | |
| Foster Youth | | | | | | | | | | | | | | |
| 0 No Performance Level | | | | | | | | | | | | | | |
| Less than 11 Students | | | | | | | | | | | | | | |
| 4 Students | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td>3 Medium</td> </tr> <tr style="background-color: #e6f2ff;"> <td>1.1% suspended at least one day</td> </tr> <tr> <td>92 Students</td> </tr> </tbody> </table> | Homeless | 3 Medium | 1.1% suspended at least one day | 92 Students | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>3 Medium</td> </tr> <tr style="background-color: #e6f2ff;"> <td>2.2% suspended at least one day</td> </tr> <tr> <td>491 Students</td> </tr> </tbody> </table> | Socioeconomically Disadvantaged | 3 Medium | 2.2% suspended at least one day | 491 Students | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td>5 Very Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td>0% suspended at least one day</td> </tr> <tr> <td>90 Students</td> </tr> </tbody> </table> | Students with Disabilities | 5 Very Low | 0% suspended at least one day | 90 Students |
| Homeless | | | | | | | | | | | | | | |
| 3 Medium | | | | | | | | | | | | | | |
| 1.1% suspended at least one day | | | | | | | | | | | | | | |
| 92 Students | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | | |
| 3 Medium | | | | | | | | | | | | | | |
| 2.2% suspended at least one day | | | | | | | | | | | | | | |
| 491 Students | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
| 5 Very Low | | | | | | | | | | | | | | |
| 0% suspended at least one day | | | | | | | | | | | | | | |
| 90 Students | | | | | | | | | | | | | | |

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------|
| <p align="center">0 No Performance Level Less than 11 Students 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">3 Medium 2.1% suspended at least one day 720 Students</p> | <p align="center">0 No Performance Level Less than 11 Students 2 Students</p> | | <p align="center">0 No Performance Level 0% suspended at least one day 12 Students</p> |

Conclusions based on this data:

1. Suspension rate for All students and Socioeconomically Disadvantaged is lower than the rate of suspension for English Learners or Students with Disabilities
2. Restorative Justice practices coordinated by the administrative team and classroom teachers as well as Campus Supervisors, have reduced the number of suspensions in a year.
3. The rate of suspensions for Hispanic students who are not English learners is higher than for Hispanics who are English Learners..

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

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

Goal 1

Reading - By June 8, 2023 all eligible students in grades 3 - 8 will take the California Assessment of Student Performance and Progress (CAASPP) and the California Spanish Assessment.

The percentage of students who score a 3 and 4 on the ELA section of the CAASPP will increase by 10% from 31% in the 2018-2019 academic year (the last year with reported CAASPP results) to 41% on the 2021-2022 CAASPP. The percentage of students who score a 1 and 2 on the ELA section of the CAASPP will decrease by 10% from 69% in the 2018-2019 academic year to 59% in the 2021-2022 academic year.

In K-2, 60% of students will achieve grade level reading skills in Spanish as demonstrated through the Spanish BPST, leveled reading passages and high frequency words.

This will be a baseline year for students taking the California Spanish Assessment in grades 3-8.

Identified Need

In the 2018-2019 school year (last year of CAASPP data) 69% of all students in grades 3-8 scored below met or exceeded standards on the CAASPP English Language Arts.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------------------------------------------------------------------------|-------------------------------------------|--------------------------------------------------------|
| CAASPP | 31% | 41% |
| Library Book checkout | 89% of students check out books | 100% of students checkout library books |
| Leveled Reading Passages | 27% | Increase to 40% |
| LST support in foundational skills for small groups (newcomers and struggling readers) | establish baseline | increase in foundational skill achievement |
| Spanish BPST (K-2) | Baseline to be established by grade level | Growth in the scores of students scoring in the lowest |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|-----------------------------------------|
| | | quartile of all students in K-2 classes |

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, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

A Multi-Tiered System of Support will be implemented and refined to include parent involvement in the process of monitoring student support and enrichment opportunities.

- A. Reading Teacher - Small group instruction in reading comprehension, writing, listening, speaking during the school day (Intervention teacher to do push in/pull out program)
- B. After School Tutoring - Reading

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) |
|-----------|--------------|
| 32,950 | Title I A |
| 3,150 | Title I B |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Provide funds to release teachers to participate in Pathway design during the school day and after school for teacher collaboration to design inquiry based units based on grade level standards. Collaboration time on effective practices increases teacher efficacy, a research based practice to increase student achievement (substitutes for grade level planning meetings).

- A. Substitutes (3 collaboration days p/teacher per year (12 teachers in K-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) |
|-----------|-----------|
| 6,000 | Title I |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

A. Purchase supplemental curriculum and/or reading material in English and Spanish for the targeted intervention and enrichment in all subject areas including reading software applications or programs to support literacy, and the 5Cs. (ex. Reading A-Z, ST Math, leveled and decodable readers, book sets, IXL, etc.) with a literacy/math focus and supplemental materials used for literacy in cross curricular areas; including nonfiction text, class literature sets and professional literature and classroom libraries,

B. library books

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 | Title I |
| | A. |
| 10,000 | LCFF |
| | B. |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Professional Development - Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts (Ex. Integrated and Designated ELD, CRLP/Reading Results (RALLI,CALL), Stemscores, CABE, ELD, NGSS, Math, Kindergarten Conference, Dual Language workshops, CHAMPS, MTSS, Rtl, Dual Language and bilingual training workshops) for staff (substitutes for planning days)

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)

18,000

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Parent engagement and meeting supplies

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)

804

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Assessment support (Substitutes, Kindergarten entry and language assessments, formative assessment review)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Library access with improved selection of material available for student and staff use.
A. Follett Library Services (Library Data System)
C. Extra hours for library clerk to prepare the library for 1st day ready

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

LCFF

A.

850

LCFF

C.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Technology - Technology support and Hardware
A. Site Technology Champion stipend
B. Hardware

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)

| | |
|-------|------------|
| 4,000 | LCFF A. |
| 2,000 | LCFF B. |

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Enrichment opportunities (5Cs, Inquiry and Project based lesson needs, literacy, math, sciences and arts) for students throughout the school day and after school. Fees and incentives for literacy, math and cultural activities as well as collaborative projects and literacy initiatives (ex. Spelling Bee, Literacy, Math & Culture Nights, presentations)

A. Project and Inquiry based lesson needs (materials and supplies)
B. Parent Education Nights (Literacy, Culture, 5Cs projects)

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) |
|-----------|--------------|
| 6,000 | Title I A |
| 200 | LCFF B |

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Incentives - Biliteracy Awards, Reading progress

A. Biliteracy Ribbons and certificates
B. Reading progress ribbons 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) |
|-----------|------------|
| 1,000 | LCFF A. |
| 1000 | LCFF B. |

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Equipment - Library furniture and alternative seating for classrooms

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) |
|-----------|-----------|
| 6000 | LCFF |

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Multi Tiered Systems of Support strategies were implemented at varying levels as they developed throughout the year. Intervention was in place in the classroom for students struggling with reading. Monitoring for Tier II intervention occurred in 6-8 week intervals for ~117 students through the Intervention Progress Team process. Teachers attend the IPT meetings when released from the classroom by a roving substitute teacher.

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

Expenses were used in the amounts indicated for the activities to support this goal.

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

The expected increase in the percentage of students achieving met or exceeded on CAASPP ELA will remain to be seen over time as the assessment was not administered in the Spring of 2020. The 2020-2021 school plan includes an increased focus on supporting teacher professional development, collaboration and planning time in the area of reading strategies (foundational skills in both English and Spanish) academic language and integrated and designated English Language Development. The increased amounts allocated toward these activities can be found in Goal 1 and 2 of the current SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal 1 addresses pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, and Caring. This goal also builds on providing extra supports toward priorities aligned with pupil outcomes and conditions of learning. This goal addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study.

Goal 2

Mathematics -By June 2023, all students including English Learners in grades 3-8 will take the California Assessment of Student Performance and Progress (CAASPP), the percentage of students who score a 3 or 4 on the mathematics section of the CAASPP will increase by 5% from 24% in the 2018-2019 academic year (the last year with reported CAASPP results) to 29% on the 2021-2022 CAASPP.

The percentage of students who score a 1 or 2 on the mathematics section of the CAASPP will decrease by 5% from 76% in the 2018-2019 academic year to 71% in the 2021-2022 academic year.

In K-2, 60% of all students will achieve grade level skills in mathematics as determined by district created benchmark assessment.

Identified Need

In the 2018-2019 school year 76% of all students in grades 3-8 scored below met or exceeded the standards on the mathematics section of the CAASPP.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------|-------------------------|------------------|
| CAASPP | 24% | 29% |
| District Benchmark Assessments | Establish baseline | 60% |

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, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

1. A Multi-Tiered System of Support will be implemented and refined to include parent engagement in the process of monitoring student support and enrichment opportunities.
 - A. Purchase supplemental curriculum and/or material for the targeted intervention and enrichment in math
 - B. Professional development (ex. Math, CHAMPS, MTSS, Rtl, Dual Language and bilingual training workshops, UCSB Math Project) for staff
 - C. Math after school tutoring, Lunch and after school Math Club

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) |
|-----------|---------------|
| 9,500 | Title I A. |
| 10,000 | Title I B. |
| 4,308 | LCFF D. |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Common planning time, during the school day and after school, will allow teachers to collaborate about effective math practices and monitor student progress.

- A. Substitutes 3 collaboration days p/teacher (12- K-5 teachers) Grade level teams plan and review math practices and benchmark assessments.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 5,832 | LCFF |

A.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

3. Support technology accessibility along with software applications or programs to support math literacy and the 5Cs with a math focus, supplemental materials for math including professional literature and manipulatives for K-2.

- A. Software and Hardware
- B. Math Manipulatives

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)

7150

LCFF

A.

1,850

Title I

B.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Plan and support math literacy, sciences and arts enrichment opportunities for students throughout the school day and after school. Supplies and incentives for family education nights (ex. Math and Science Nights, presentations, GATE supplies)

- A. Outdoor classroom supplies for cross curricular math work
- B. Supplies/Incentives, Parent Nights
- C. Science and Art Enrichment

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) |
|-----------|---------------|
| 3,000 | LCFF A. |
| 750 | Title I A. |
| 1,000 | LCFF B. |

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.

Small group Intervention with classroom teacher was in place for students struggling in math. Students struggling in math were also monitored in 6-8 week intervals through the Intervention Progress Team process (~120 students in 2019-2020). Teachers attend the IPT meetings when released from the classroom by a roving substitute teacher.

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

Expenses were used in the amounts indicated for the activities to support this goal.

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.

Increased math collaboration time for teachers.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

LCAP Goal 1 addresses pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, and Caring. This goal also builds on providing extra supports toward priorities aligned with pupil outcomes and conditions of learning. This goal addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study.

Goal 3

English Language Development - By June 2023 the percentage of students who are English Learners and who score a 4 on the English Language Proficiency Assessment (ELPAC) will increase by 20% from 13.25% to 33.25% and from (A 4 on the ELPAC is one requirement for reclassification).

English Learners who have been enrolled at Rio Real since Kindergarten and who score in levels 2-3 will decrease by 10%.

English Learners who score a 3 or 4 on the CAASPP will increase by 10% from 14% to 24%.

Identified Need

Based on the English Language Performance Indicator for ELPAC on the CDE website for 2018-2019 English Learner performance was as follows:

11.7% Level 1 Minimally Developed
35.10% Level 2 Somewhat Developed
39.96% Level 3 Moderately Developed
13.25% Level 4 Well Developed

On the CAASPP 89% of English Learners in grades 3-5 and 95% in grades 6-8 scored below met or exceeded the standards.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| CAASPP | 14% | 20% |
| ELPAC | 13.25% | 30% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learner subgroup

Strategy/Activity

Common planning time during the school day will allow teachers to collaborate and plan for the implementation of effective practices as well as monitor student progress (substitutes for planning days/ grade level meetings). Include 5 MS ELD Teachers and 12 K-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)

2,805

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Targeted intervention time to address foundational skills, reading accuracy, fluency and comprehension needs of struggling readers and English learners as measured by district benchmark assessments and monitored on a regular basis.

A. Foundational Reading Instruction with ELD support teacher for students who are newcomers

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)

6,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Authentic Learning Opportunities and field trips as experiential and inquiry based learning that integrates all subjects for academic vocabulary building and understanding of interrelated concepts which assist in the development of the English language during integrated and designated ELD.

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)

17,000

Title I

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

Increase parent meetings, activities, improve outreach and provide parent education on digital/electronic media to connect with teachers and monitor student progress. Provide guidance on supporting EL learners (Coffee w/Principal, parent workshops, fliers, communication, 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)

Source(s)

264

Title I

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

English Learner coordinator to monitor and review growth of English Learner students, coordinate assessments and inform teachers and parents of progress

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)

4,000

LCFF

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

Adept Assessment to evaluate progress of English learners

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Teachers in grades 3-8 participated in professional development in the area of Academic Conversations, as planned. Supplemental materials were available for English 3D and the English Learner Coordinator monitored and reviewed student progress as well as the reclassification process for all English Learners eligible to reclassify.

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

Expenses were used in the amounts indicated for the activities to support this goal.

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

Professional development for teachers in the area of strategies effective for English Learners will continue and focus on consistently implementing Language objectives during Integrated ELD. Professional development will be contracted through VCOE Curriculum and Instruction specialists. Percentage of students Reclassified as Fluent English Proficient is expected to increase.

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

Positive School Environment

LEA/LCAP Goal

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

Goal 4

Staff, students, parents and community members at Río Real will work together to help students feel safe, connected to school and attend school in an orderly environment as measured by student attendance rates at 97.0%.

Identified Need

In the 2018-2019 school year the rate of chronic absenteeism was 4.8% an increase of 1.1% over the previous year. Additionally, Youth Truth Survey responses from students indicate they do not feel safe while at school.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------------|------------------------------------------------------------------|---------------------------------|
| CDE Dashboard - Chronic Absenteeism | 4.8% | 3.8% |
| Youth Truth Survey | 24% of students in grades 3-5 report they were bullied at school | Decrease |
| ELAC Meeting attendance | average of 5 parents attend | increase attendance by 100% |
| Coffee with the Principal | Average of 20 parents attend | increase attendance by 50% |
| Counseling presentations/groups | | At least 1x a month for all Sts |
| Student Leadership Activities | 2 activities per year | Increase activities by 100% |

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, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth).

Strategy/Activity

Field Trips that allow for authentic learning experiences including science and outdoor camp, college trips, and include the Integration of the 5Cs into all subject areas, curriculum and practices. The 5C's, are the overarching beliefs of our approach to working with children.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 6,700 | LCFF |
| 9729 | Title I |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Support a Multi-tiered system of support for behavior which includes CHAMPS, Restorative Justice, Social-Emotional Learning (SEL), alternative means of corrections, etc.

Purchase of supplemental books and materials for social, emotional and behavioral supports. Provide Social and Emotional (SEL) Learning supports, school based counseling support and outreach efforts to all students.

IPT meeting subs - 20 days @ \$165 per day

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
| 3,300 | LCFF |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Monitor attendance data, meet with parents and provide incentives for students through site based School Attendance and Review Team (SART) meetings. The counselor and peers will meet with students who are identified as having 10% or more of the school year absent as a further connection and incentive to attend school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

300

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Provide students with sports equipment to participate in physical development activity (individual and team play during recess and lunch)

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)

3,000

LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

Student Leadership 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)

2,000

Source(s)

LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, including English learners and Long Term English Learners (LTEL), Socioeconomically disadvantaged, homeless, foster youth)

Strategy/Activity

School Accountability Report Card

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF

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

Create and staff a Maker Space where students can explore using 3D printers, X-carve machines, pottery wheel. 3 hrs/day X 135 days for a CTE credentialed staff person

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)

7988

Source(s)

LCFF

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

Provide teachers with materials and supplies to promote inquiry based learning and sociocultural experiences for students including in the outdoor learning spaces and gardens

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

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

Leader In Me implementation, School Assemblies that promote leadership and well being.

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)

3,000

Source(s)

LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Students are supported through a positive behavior support approach in small group and individual contacts. An average of one hundred and twenty students participated in the after school program throughout the year where they received academic assistance, mentoring and a positive connection to school and personnel.

A full time counselor provided individual and small group counseling to students as well as coordinated Intervention Progress Team meetings and socio-emotional whole class sessions on a regular basis using the Mindful Mondays curriculum.

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

Expenses were used in the amounts indicated for the activities to support this goal.

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

The positive attendance goal will remain at 97.0%. Río Real has the highest attendance rate in the Río School District, thus our attendance incentives will continue as indicated in the 2020-2021 attendance plan for Río Real. There will be a targeted focus to decrease the number of students who are chronically absent from school (10 or more absences) through individual peer contacts coordinated by the school counselor. These activities are reflected in Goal 4 of the 2020-2021 SPSA.

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 | \$223,430.00 |

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 | \$133,998.00 |
| Title I Part A: Parent Involvement | \$804.00 |

Subtotal of additional federal funds included for this school: \$134,802.00

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 | \$88,628.00 |

Subtotal of state or local funds included for this school: \$88,628.00

Total of federal, state, and/or local funds for this school: \$223,430.00

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 |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|------------------------------------|------------|
| LCFF | 88,628.00 |
| Title I | 133,998.00 |
| Title I Part A: Parent Involvement | 804.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|------------------|--------|
|------------------|--------|

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|------------------------------------|------------|
| | LCFF | 88,628.00 |
| | Title I | 133,998.00 |
| | Title I Part A: Parent Involvement | 804.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 106,954.00 |
| Goal 2 | 43,390.00 |
| Goal 3 | 31,069.00 |
| Goal 4 | 42,017.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|-------------------|----------------------------|
| Maria M Hernandez | Principal |
| Maria Mauricio | Classroom Teacher |
| Annette Alfaro | Classroom Teacher |
| Melissa Macias | Classroom Teacher |
| Margarita Jimenez | Other School Staff |
| Ann Ransom | Parent or Community Member |
| David Ramos | Parent or Community Member |
| Victor Gomez | Parent or Community Member |
| Isis Bolanos | Parent or Community Member |
| Christian Zuniga | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 02/16/2022.

Attested:



Principal, Maria Hernandez on 05/09/2022

SSC Chairperson, Isis Bolanos Rivera on 5/09/2022