

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 ROSALES	56 72561 6118061	May 9,2022	

## Purpose and Description

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

Schoolwide Program

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

Site Level:

As part of our professional practice at Rio Rosales, CAASPP (California Assessment of Student Progress & Performance) data has been reviewed in detail. CAASPP data included years prior to COVID interruptions that are available for release, as well as a general review of the 2020-2021 CAASPP results from the reduced CAASPP assessment. Overall performance, as measured by local assessments, indicates that improvement in the area of Language Arts and Mathematics has been significant, yet continued improvement is needed. Assessment results for the English Language Proficiency Assessment for California (ELPAC) was reviewed with the School Site Council, Rio Rosales staff, and English Learner families as well. ELPAC data is used to chart the progress of our English Learners and work towards increased levels of achievement and proficiency in both formative and summative measures with the goal of increasing our reclassification rate.

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

1. Established a teacher leadership team
2. Established a School Site Council
3. Established an English Learner Advisory Committee
4. Created a professional development plan targeting English Learners, Multi-Tiered Systems of Support and continuing our work around creating a comprehensive set of behavioral expectations and social-emotional supports for children.
5. Integrated the use of technology into daily curriculum design
6. Developed a series of in-school and after school interventions designed to help struggling learners
7. Shifted our intervention model to allow the intervention teacher to work with children near, at, or above grade level while the classroom teacher provides intervention to the children who demonstrate the most need in English Language Arts.

The School Site Council met on the following dates: 2021.09.23, 2021.10.28, 2021.12.16, 2022.01.27

English Learner Input was sought from November - December 2021.

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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).

Student, Parent, and Staff surveys were completed in January of 2022.

ELAC members were given a needs assessment survey in November of 2021. SURVEY RESULTS by Question:

1. I feel that my child is in a safe environment. (87.5% Strongly Agree / 12.5% Agree) .
2. I feel that my child is progressing in their listening, speaking, reading and writing in English (75% Strongly Agree / 25% Agree).
3. I feel accepted and welcomed when I visit the school (100% Strongly Agree)
4. I am informed of my child's progress (87.5% Strongly Agree / 12.5% No Opinion).
5. I feel that the Designated English Language Development Program is working well for my child. (62.5% Strongly Agree, 25% Agree, 12.5% No Opinion).
6. Please indicate other needs or concerns: Gate program or steam more classes, Mi niño no va al nivel de sus compañeros, empezó tarde y no habla inglés solo pido paciencia :) muchas gracias por el apoyo, Ocupo el programa despues de escuela para mi hija para que pueda mejorar mas en su estudio, One of my concerns is that they can test out of ELD.

The summary of results indicates that families have a positive perception of the school's work in designing and delivering effective English Language Development. Our committees have discussed the need to continually improve rates of engagement and participation for the families of our English Learners. One particular area of recent growth is in the delivery of our parent evenings designed to support family awareness of the importance of the multiple measures that inform the reclassification process. Our ELPAC family evenings done last year provided families with both an explanation of the reclassification process as well as an opportunity to take the ELPAC practice test. This series shall occur again this year as well.

## 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 occur on a nearly everyday basis when administration is on campus. The frame of observations is to see how children are constructing meaning in their daily work. Student artifacts are reviewed in the moment and feedback is either delivered to the child or to the teacher if there are systemic effects either positive or detrimental that children are exhibiting in their demonstration of mastery, or lack thereof on content standards. Observations indicate high levels of engagement and access. Classroom instruction is generally rigorous and inclusive of our unique populations.

## 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 assessment results are released. Of note this year is our work in creating, delivering, refining, and reflecting upon universal academic and behavioral screeners. This year we utilized the intervention resources from our Bridges math curriculum to design, deliver, and review data. We used Basic Phonics Skills Test data to drive our understanding of children's literacy levels to address their needs and identify the potential need for more aggressive intervention up to and including referrals for special education. We also delivered the Brief Externalizing and Internalizing Survey for Youth (BEISY) to determine the social-emotional needs of our classes at classwide levels, small group levels, and individual levels according to our Multi-Tiered Systems of Support Model.

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

Summative and formative data are the basis of our instruction and intervention. Summative assessments like the CAASPP and ELPAC drive instructional decisions for children and for the community. Teachers at all grade levels review ELPAC and CAASPP data to draw inference onto the impact of prior work and to add direction to future work. California Official results from the 2018-2019 academic year show significant growth. Formative data have been collected as noted above in mathematics, English Language Arts, and the social-emotional domain. Given the need to accelerate learning our Universal screeners provide insight and direction for needs of the class, small group, and individual.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Rio Rosales School Accountability Report Card for the 2020-2021 academic year shows 0 teachers with a misassignment and 2 teachers teaching without full credentials.

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

This year our school psychologist, resource teacher, principal, and counselor developed a CARE team, whose purpose is to help teachers identify at class, small, group and individual levels those children who are most at need for intervention. Our work in addressing the multiple tiers of support occurred, and will continue to occur, at strategic intervals to assess and address needs in mathematics, English Language Arts, and social-emotional well being. We created, delivered, and reviewed universal screener data for mathematics and social-emotional well being to uncover and address issues at class-wide, small group and individual levels. Our English Language Arts screeners and interventions have been in use for prior years and meet our criteria for data gathering, review, and action based on results.

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

Our professional learning at the site level will work over the course of our staff meetings to align our instruction with the intent of accelerating learning and precisely delivering intervention to key learnings. Our CARE team is monitoring academic and social emotional outcomes to guide this process With a focus on equitable outcomes for our children with IEP's, English Learners, Foster Youth, and socio-economically disadvantaged children.

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

Staff development for the 2021-2022 academic year has focused primarily on deepening our understanding and implementation of Multi Tiered Systems of Support for English Language Arts, Mathematics, and Social Emotional Well-Being. At regular intervals in our 10 staff meetings we have, and will continue to deliver assessments to children, monitor externalizing and internalizing behaviors, and review data to refine our program to meet the identified needs of our children at the appropriate tier of instruction.

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

Formal teacher collaboration occurs during staff meetings to distill and act upon our Universal Screener data. Collaboration occurs at the Rio School District level during our Professional Learning Time, which is a professional learning series held approximately monthly during early dismissal days.

## Teaching and Learning

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

Teachers utilize adopted materials, purchased technology platforms, instructional strategies, and research based interventions to ensure that instruction is aligned with key content standards in Mathematics, English Language Arts, Science, Social Studies, English Language Development, and Physical Education. As part of our goal to accelerate learning and provide rich context, the School Site Council has allocated funds to provide material or experiential enrichment to grade-level performance tasks. By supplementing performance tasks with real world experience (i.e. field trips, materials, additional text sets), we believe children, especially those in unique populations, will have a richer and more meaningful learning experience.

This year Rio Rosales will be piloting with an English Language Development platform called ELLevation to monitor the progress of our English Learners and provide supplementary support to our integrated and designated English Language Development program.

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

Teacher planning by individual and grade level ensures that staff meet the instructional requirements as well as provide time, space, and actionable data for intervention. Additionally, with children who have IEP's or who receive intervention, significant effort is spent ensuring that core subjects are attended by all students and pull out services impact these subjects minimally.

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

Teachers create schedules to ensure appropriate instructional rigor and flexibility. This year we are working with our intervention teacher to provide coverage for children near, at, or above grade level which in turn, creates a smaller focus group for the classroom teacher to provide intervention.

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

Rio Rosales was in compliance with the Williams Act walkthrough performed at the beginning of the year.

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

In addition to the Rio School District adopted curriculum for Mathematics, English Language Arts, Social Studies and Science, Rio Rosales staff selects and utilizes supplemental materials to address the needs of our diverse population of learners. Some supplemental materials are technology platforms (like ST Math or Reflex for example), some supplemental materials are experiential (like field trips or owl pellets), and some supplemental materials are designed to address the social-emotional needs that have been evidenced by our community (classroom sets of literature to promote positive culture and social-emotional well being).

## Opportunity and Equal Educational Access

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

This year we are developing universal screeners for Mathematics and Social-Emotional well-being. These universal screeners are designed to ensure that we monitor all children with a lens of equity that focuses on our children in underperforming subgroups, or who may be at an increased risk for social emotional or academic struggle. Our CARE team works with staff to design, monitor, refine, and review research based interventions with children of academic or social-emotional concern. Our after school program (the EXPLORE) program is designed to recruit and address those children who may require more support based on their language level, social-emotional status, or academic proficiency. Each applicant for the EXPLORE program is rated by staff, with qualifications that favor children qualified as English Learner, Foster Youth, or child with an Individualized Education Plan.  
Rio Ros

Evidence-based educational practices to raise student achievement

The initial work from our CARE team this year has focused on supporting teachers in assessing essential attributes in core subject areas, including social-emotional well being. We continue to work on distilling results from data, deciding on interventions for whole class, small group, or individual children and then supporting the teacher in developing and refining interventions at tiered levels ranging from the entire class to the individual. This work has begun this year, and it is likely that developing a robust and focused tiered response will require multiple years.

## Parental Engagement

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

Formal and informal pathways to resources exist to support and provide equitable outcomes for our community. Formal measures to develop and or request resources include but are not limited to: School Site Council, Youth Truth Surveys, English Learner Advisory Council, Coffee with the Principal, CAASPP and ELPAC informational evenings, Needs Assessment Surveys. Much of our feedback is gathered and processed through informal measures like Parent Square messages, phone calls to the office, and informal meetings with administration and/or staff. Rio Rosales prides itself on being available and supportive both formally and informally. This is affirmed through survey results. Home visits have become an increasingly common way to reach out to families who need extra support. The Rosales counselor and principal have become more fluent with the use of the home visit as a way to engage, support, and even hold to account families who have become disengaged or disconnected from the school.

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)

Input from the community with the explicit intent of developing transparent governance with shared leadership is sought from all Rosales community members. The primary mechanism for planning, implementation and evaluation of our program is performed by the School Site Council who, after receiving feedback and/or direction from the community allocates categorical Title I funds to address the needs of English Learners, students with IEP's, Foster Youth and other identified underperforming subgroups.

## Funding

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

Services include but are not limited to: Parent ELPAC and CAASPP trainings to increase academic outcomes for all and provide a pathway to reclassification for English Learners, Intervention services to children in need of increased academic outcomes, the after school EXPLORE program, release time for teachers to participate in peer-coaching and/or collaboration, purchases of supplemental materials and services to accelerate learning and target underperforming subgroups such as Foster Youth, English Learners and children with IEP's. Rio Rosales also partners with local organizations such as Logrando Bienestar to connect families to support providers outside of school. Rio Rosales also partners with the Ventura County Office of Education to provide counseling services and behavioral therapy for children with behavior goals in their IEP.

Fiscal support (EPC)

All categorical spending is in alignment with the 2021-2022 School Plan for Student Achievement

## **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**

The Rio Rosales School Site Council met regularly during the 2021 - 2022 academic year to review, plan, develop and monitor the Rio Rosales Single Plan for Student Achievement.

The Rio Rosales School Site Council sought input from the public, our English Learners Advisory Committee, and our Rio Rosales staff.

The Rio Rosales School Site Council met on the following dates: September 23, 2021; October 28, 2021; December 16, 2021; January 27, 2022

Rio Rosales leadership teams were apprised of intended actions and direction at faculty meetings and in organizational memos and structural planning. Community input was sought in formal and informal arenas such as Coffee with the Principal and surveys.

# 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	109	92	92
Grade 1	59	85	76
Grade 2	85	54	85
Grade3	79	84	56
Grade 4	82	79	80
Grade 5	86	81	73
<b>Total Enrollment</b>	<b>500</b>	<b>475</b>	<b>462</b>

### Conclusions based on this data:

1. There is a cohort of children, currently in third grade, that only requires two teachers. This enrollment "bubble" will continue to drive the need for one less teacher at that particular grade level. One of our teachers has maintained the same roster from third grade to fourth grade this year. Staffing will need to adapt to accommodate this smaller cohort of children.
2. The majority of our student body is of Hispanic / Latino descent. Implications for this are cultural and linguistic. It is important for our staff and office to have the linguistic and cultural competence to respond accurately to our community.
3. Rio Rosales has a declining percentage of students from Filipino descent. Our community thrives in diversity, and the linguistic and cultural needs of our Filipino community have been supported through the Parent Square translation services. It is also valuable for our community to learn from the perspectives of our different ethnicities that are represented in the Rio Rosales community. Inclusivity is augmented by our children in the Special Day Class, and the importance of this inclusivity extends to the different cultures represented at Rio Rosales. Morning meetings and community circles reinforce the importance of inclusivity and celebrating diversity.

# 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	177	133	158	35.4%	28.00%	34.2%
Fluent English Proficient (FEP)	34	29	22	6.8%	6.10%	4.8%
Reclassified Fluent English Proficient (RFEP)	5	14		3.4%	2.90%	

### Conclusions based on this data:

1. The population of English Learners has declined by about 2% since 2018-2019.
2. Our reclassification rate has increased by 1.4%.
3. Our work in preparing families for the rigor of the ELPAC and CAASPP as gateways to reclassification remains a top priority. Reclassification offers one of the best pathways for future academic success and is a regular topic during meetings that focus on the path of our English Learners.

# 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	86	84	58	83	84	56	83	84	56	96.5	100.0	96.6
Grade 4	90	79	78	88	79	78	88	79	78	97.8	100.0	100.0
Grade 5	86	81	73	86	81	73	86	81	73	100	100.0	100.0
All Grades	262	244	209	257	244	207	257	244	207	98.1	100.0	99.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2418.	2348.	2409.	20.48	3.57	19.64	27.71	14.29	17.86	22.89	26.19	28.57	28.92	55.95	33.93
Grade 4	2445.	2430.	2410.	18.18	8.86	6.41	23.86	31.65	21.79	18.18	16.46	23.08	39.77	43.04	48.72
Grade 5	2481.	2469.	2475.	18.60	12.35	12.33	26.74	27.16	31.51	20.93	23.46	21.92	33.72	37.04	34.25
All Grades	N/A	N/A	N/A	19.07	8.20	12.08	26.07	24.18	24.15	20.62	22.13	24.15	34.24	45.49	39.61

### 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	21.69	4.76	19.64	48.19	46.43	58.93	30.12	48.81	21.43
Grade 4	21.59	6.33	3.85	37.50	64.56	67.95	40.91	29.11	28.21
Grade 5	24.42	12.35	12.33	30.23	56.79	69.86	45.35	30.86	17.81
All Grades	22.57	7.79	11.11	38.52	55.74	66.18	38.91	36.48	22.71

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.05	2.41	17.86	60.24	44.58	51.79	27.71	53.01	30.36
Grade 4	17.05	6.33	1.28	50.00	60.76	58.97	32.95	32.91	39.74
Grade 5	20.93	9.88	9.59	46.51	58.02	58.90	32.56	32.10	31.51
All Grades	16.73	6.17	8.70	52.14	54.32	57.00	31.13	39.51	34.30

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	14.46	7.14	5.36	71.08	63.10	75.00	14.46	29.76	19.64
Grade 4	12.50	5.06	2.56	64.77	74.68	78.21	22.73	20.25	19.23
Grade 5	15.12	7.41	9.59	58.14	74.07	76.71	26.74	18.52	13.70
All Grades	14.01	6.56	5.80	64.59	70.49	76.81	21.40	22.95	17.39

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	16.87	3.57	17.86	53.01	57.14	55.36	30.12	39.29	26.79
Grade 4	19.32	8.86	2.56	52.27	75.95	73.08	28.41	15.19	24.36
Grade 5	25.58	14.81	12.33	41.86	64.20	65.75	32.56	20.99	21.92
All Grades	20.62	9.02	10.14	49.03	65.57	65.70	30.35	25.41	24.15

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. Children have steadily increased their overall performance over time at Rio Rosales from 2016-2017 to 2018 - 2019. Our greatest growth has come from overall achievement in English Language Arts with an almost 10 point increase from 2016-2017 to 2018-2019.
2. COVID has impacted the CAASPP for the past two years. Our work in preparing children for the demands of content, format, and engagement will be integral to their future success. Use of Interim Assessments, explicit teaching in the requirements of content, format, and engagement will be required for children and families. Student and parent opportunities to understand and practice the CAASPP will be important to implement.

3. Demonstrating understanding of literary and non-fiction texts is an area of improvement and focus for our fifth grade classes. This was the only area in which there was a significant increase in % below standard from 2016-2017 to 2018-2019.

# 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	86	84	58	86	83	57	86	83	57	100	98.8	98.3
Grade 4	90	79	78	90	79	78	90	79	78	100	100.0	100.0
Grade 5	86	81	73	86	81	73	85	81	73	100	100.0	100.0
All Grades	262	244	209	262	243	208	261	243	208	100	99.6	99.5

\* 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	2432.	2365.	2409.	22.09	3.61	14.04	27.91	14.46	28.07	27.91	28.92	28.07	22.09	53.01	29.82
Grade 4	2453.	2417.	2424.	16.67	3.80	5.13	23.33	17.72	11.54	31.11	30.38	50.00	28.89	48.10	33.33
Grade 5	2488.	2438.	2464.	20.00	4.94	9.59	15.29	9.88	8.22	34.12	28.40	39.73	30.59	56.79	42.47
All Grades	N/A	N/A	N/A	19.54	4.12	9.13	22.22	13.99	14.90	31.03	29.22	40.38	27.20	52.67	35.58

### 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	36.05	7.23	17.54	38.37	36.14	50.88	25.58	56.63	31.58
Grade 4	28.89	5.06	8.97	25.56	43.04	43.59	45.56	51.90	47.44
Grade 5	22.35	8.64	13.70	38.82	32.10	46.58	38.82	59.26	39.73
All Grades	29.12	7.00	12.98	34.10	37.04	46.63	36.78	55.97	40.38

### 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	25.58	6.02	15.79	48.84	48.19	45.61	25.58	45.78	38.60
Grade 4	20.00	7.59	7.69	42.22	48.10	55.13	37.78	44.30	37.18
Grade 5	18.82	6.17	6.85	40.00	45.68	46.58	41.18	48.15	46.58
All Grades	21.46	6.58	9.62	43.68	47.33	49.52	34.87	46.09	40.87

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	33.72	3.61	12.28	44.19	66.27	68.42	22.09	30.12	19.30
Grade 4	21.11	6.33	2.56	45.56	55.70	61.54	33.33	37.97	35.90
Grade 5	17.65	2.47	10.96	45.88	60.49	52.05	36.47	37.04	36.99
All Grades	24.14	4.12	8.17	45.21	60.91	60.10	30.65	34.98	31.73

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:**

- Overall achievement is consistent with our goal of increasing the percentage of children who are at, near, or above standard and decreasing the percentage of children who are below standard. While COVID has impacted our testing for the past two years, we must continue to develop opportunities for children and families to participate and practice with purpose to have success on the 2021-2022 CAASPP.
- An interesting trend is found in the Communicating Reasoning portion of the CAASPP. Note a significant decline in scores for % At or Near Standard from 2016-2017 to 2017-2018 and then a significant increase from 2017-2018 to 2018-2019. While there may be multiple factors, it is possible that our professional learning series that included a study of Claim 3 (communicating reasoning) may have impacted these scores in a positive way. Our professional learning was done with teachers from Rio Del Mar and has since been impacted by COVID restrictions. We are currently exploring options to modify or re-institute this site-led professional learning.
- An important conclusion from the data is that, while we have made significant progress, keeping children on a path to meet or exceed the standards on the CAASPP will require focused practice and actionable data that relates closely to the rigors of content, format, and engagement on the CAASPP.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1407.6	1395.5	1395.7	1418.9	1413.7	1413.7	1380.8	1352.8	1353.5	19	34	31
<b>1</b>	1452.1	1418.9	1436.5	1464.8	1450.8	1445.0	1438.9	1386.6	1427.6	30	26	30
<b>2</b>	1500.9	1476.0	1451.6	1505.3	1485.1	1454.7	1496.1	1466.2	1448.0	30	18	30
<b>3</b>	1492.6	1488.3	1500.4	1490.3	1493.6	1503.4	1494.4	1482.6	1496.7	27	32	21
<b>4</b>	1506.3	1535.6	1517.2	1497.1	1539.9	1518.4	1515.1	1530.8	1515.5	27	33	29
<b>5</b>	1545.5	1540.3	1551.9	1539.7	1532.5	1553.4	1550.9	1547.6	1550.1	17	16	18
<b>All Grades</b>										150	159	159

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	5.26	0.00	3.23	31.58	29.41	16.13	52.63	50.00	58.06	10.53	20.59	22.58	19	34	31
<b>1</b>	6.67	0.00	6.67	36.67	34.62	20.00	43.33	30.77	50.00	13.33	34.62	23.33	30	26	30
<b>2</b>	20.00	5.56	10.00	50.00	61.11	43.33	23.33	11.11	20.00	6.67	22.22	26.67	30	18	30
<b>3</b>	33.33	15.63	19.05	33.33	28.13	38.10	18.52	43.75	23.81	14.81	12.50	19.05	27	32	21
<b>4</b>	29.63	36.36	24.14	37.04	36.36	41.38	18.52	18.18	24.14	14.81	9.09	10.34	27	33	29
<b>5</b>	41.18	31.25	44.44	47.06	43.75	38.89	0.00	18.75	16.67	11.76	6.25	0.00	17	16	18
<b>All Grades</b>	22.00	14.47	15.72	39.33	36.48	32.08	26.67	31.45	33.96	12.00	17.61	18.24	150	159	159

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	5.26	11.76	6.45	36.84	29.41	25.81	47.37	38.24	48.39	10.53	20.59	19.35	19	34	31
<b>1</b>	23.33	30.77	10.00	36.67	23.08	40.00	33.33	23.08	30.00	6.67	23.08	20.00	30	26	30
<b>2</b>	50.00	38.89	23.33	26.67	22.22	33.33	13.33	27.78	26.67	10.00	11.11	16.67	30	18	30
<b>3</b>	40.74	34.38	57.14	44.44	40.63	19.05	0.00	15.63	9.52	14.81	9.38	14.29	27	32	21
<b>4</b>	44.44	51.52	34.48	25.93	45.45	48.28	18.52	0.00	6.90	11.11	3.03	10.34	27	33	29
<b>5</b>	64.71	56.25	50.00	23.53	37.50	50.00	5.88	0.00	0.00	5.88	6.25	0.00	17	16	18
<b>All Grades</b>	38.00	35.22	27.04	32.67	33.96	35.85	19.33	18.24	22.64	10.00	12.58	14.47	150	159	159

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	0.00	0.00	0.00	26.32	11.76	9.68	57.89	58.82	45.16	15.79	29.41	45.16	19	34	31
<b>1</b>	6.67	0.00	6.67	13.33	19.23	13.33	46.67	26.92	23.33	33.33	53.85	56.67	30	26	30
<b>2</b>	13.33	5.56	10.00	46.67	33.33	26.67	26.67	27.78	23.33	13.33	33.33	40.00	30	18	30
<b>3</b>	11.11	6.25	9.52	37.04	12.50	28.57	33.33	56.25	42.86	18.52	25.00	19.05	27	32	21
<b>4</b>	25.93	27.27	6.90	22.22	21.21	37.93	29.63	30.30	31.03	22.22	21.21	24.14	27	33	29
<b>5</b>	23.53	31.25	11.11	35.29	12.50	44.44	29.41	43.75	33.33	11.76	12.50	11.11	17	16	18
<b>All Grades</b>	13.33	10.69	6.92	30.00	17.61	25.16	36.67	42.14	32.70	20.00	29.56	35.22	150	159	159

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	5.26	2.94	6.45	73.68	70.59	74.19	21.05	26.47	19.35	19	34	31
<b>1</b>	33.33	34.62	20.00	53.33	46.15	70.00	13.33	19.23	10.00	30	26	30
<b>2</b>	63.33	16.67	20.00	30.00	66.67	63.33	6.67	16.67	16.67	30	18	30
<b>3</b>	29.63	34.38	42.86	55.56	43.75	33.33	14.81	21.88	23.81	27	32	21
<b>4</b>	33.33	48.48	48.28	44.44	48.48	44.83	22.22	3.03	6.90	27	33	29
<b>5</b>	11.76	31.25	33.33	82.35	62.50	55.56	5.88	6.25	11.11	17	16	18
<b>All Grades</b>	32.67	28.30	27.04	53.33	55.35	58.49	14.00	16.35	14.47	150	159	159

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	21.05	14.71	6.45	63.16	67.65	67.74	15.79	17.65	25.81	19	34	31
<b>1</b>	13.33	23.08	16.67	76.67	53.85	60.00	10.00	23.08	23.33	30	26	30
<b>2</b>	36.67	50.00	26.67	53.33	38.89	50.00	10.00	11.11	23.33	30	18	30
<b>3</b>	70.37	53.13	61.90	14.81	40.63	23.81	14.81	6.25	14.29	27	32	21
<b>4</b>	55.56	72.73	41.38	33.33	27.27	48.28	11.11	0.00	10.34	27	33	29
<b>5</b>	94.12	68.75	83.33	0.00	31.25	16.67	5.88	0.00	0.00	17	16	18
<b>All Grades</b>	46.00	45.28	34.59	42.67	44.65	47.80	11.33	10.06	17.61	150	159	159

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	0.00	0.00	0.00	78.95	73.53	67.74	21.05	26.47	32.26	19	34	31
<b>1</b>	6.67	7.69	10.00	60.00	42.31	30.00	33.33	50.00	60.00	30	26	30
<b>2</b>	10.00	11.11	6.67	76.67	50.00	60.00	13.33	38.89	33.33	30	18	30
<b>3</b>	7.41	6.25	9.52	66.67	56.25	47.62	25.93	37.50	42.86	27	32	21
<b>4</b>	14.81	24.24	13.79	51.85	48.48	55.17	33.33	27.27	31.03	27	33	29
<b>5</b>	23.53	25.00	33.33	58.82	56.25	50.00	17.65	18.75	16.67	17	16	18
<b>All Grades</b>	10.00	11.32	10.69	65.33	55.35	52.20	24.67	33.33	37.11	150	159	159

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	31.58	5.88	0.00	52.63	47.06	58.06	15.79	47.06	41.94	19	34	31
<b>1</b>	10.00	0.00	6.67	66.67	46.15	63.33	23.33	53.85	30.00	30	26	30
<b>2</b>	20.00	5.56	20.00	70.00	66.67	36.67	10.00	27.78	43.33	30	18	30
<b>3</b>	22.22	9.38	9.52	66.67	65.63	76.19	11.11	25.00	14.29	27	32	21
<b>4</b>	25.93	30.30	20.69	62.96	54.55	65.52	11.11	15.15	13.79	27	33	29
<b>5</b>	35.29	25.00	16.67	47.06	68.75	77.78	17.65	6.25	5.56	17	16	18
<b>All Grades</b>	22.67	12.58	11.95	62.67	56.60	61.01	14.67	30.82	27.04	150	159	159

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. We have fewer English Learners at Rosales based on the above data. 170 children were assessed in 2017 - 2018 and 150 children were assessed in 2018-2019.
2. While the cohort was smallest, the fifth grade English Learners made the most significant growth from 2017-2018 to 2018-2019. As the ELPAC is a gateway to reclassification, more work is needed in the lower grades to increase the percentage of children who are meeting or exceeding the ELPAC expectations.
3. Apart from the first grade, our writing scores improved in all other grade levels. The link between writing and academic success on the CAASPP and ELPAC needs to be an area of focus. COVID has impacted all children, and some more than others. The significant negative impact on the amount of time children had to practice and use academic language and engage in rigorous coursework means that acceleration is needed. Our English Learner subgroup is a group that needs additional support in all language domains. While supplemental purchases are not a panacea, we intend to use the ELlevation platform to both study the needs of English Learners in listening, speaking, reading, and writing domains and deliver targeted ELD content to best address their needs.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>462</b>	<b>60.8</b>	<b>34.2</b>	<b>0.2</b>
Total Number of Students enrolled in RIO ROSALES.	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	158	34.2
Foster Youth	1	0.2
Homeless	24	5.2
Socioeconomically Disadvantaged	281	60.8
Students with Disabilities	66	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.5
American Indian		
Asian	13	2.8
Filipino	21	4.5
Hispanic	378	81.8
Two or More Races	13	2.8
Pacific Islander		
White	21	4.5

**Conclusions based on this data:**

1. Rio Rosales has a significant percentage of Students with Disabilities. Our Special Day Class program and Resource program address the social emotional and academic needs of this population. It should be noted that progress on the CAASPP for our students with disabilities is a focus of our work in the Special Day class program and our Resource program. By monitoring and addressing the needs of children to have accommodations and modifications as well as testing supports both universal and designated, we intend to increase the amount of children approaching, meeting, and exceeding assessment scores for the ELPAC and CAASPP.
2. Rio Rosales is a diverse school. While we are primarily Hispanic in our composition, other ethnicities are represented. This representation provides challenges in communication that have been largely met by utilizing Parent Square, which successfully translates English to the languages commonly spoken by our community (Spanish, Hmong, and Tagalog). This diversity also provides a lot of opportunity to engage and share the relative wealth of experience and perspective that comes with a diverse population.
3. Our socio-economically disadvantaged children compose 72.2% of our student population. It is important to remember and commit to ensuring that these children are the main focus of our improvement when we implement schoolwide programs to increase social-emotional and academic performance based on our interventions that occur during the day and after school.

# 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
<b>English Language Arts</b> 2 Low	<b>Chronic Absenteeism</b> 1 Very High	<b>Suspension Rate</b> 4 Low
<b>Mathematics</b> 2 Low		
<b>English Learner Progress</b> 3 Medium		

#### Conclusions based on this data:

- Our increase in performance over time is the result of dedicated professional learning for staff and explicit teaching to support and engage our children and community. We have had (and will continue to endeavor to have) multiple site professional learning for teachers on the content, format, and engagement requirements of the CAASPP. While COVID has greatly impacted our ability to blend staff and provide release time, the Rio Del Mar administrator and I continue to develop the model and intend, when conditions allow, to engage staff and families in a deeper study of the CAASPP requirements in our after school series for community members. Math and English Language Arts results are promising. We intend to leverage past success, understand our current obstacles, and address the future needs of our children with respect to the CAASPP.

2. Chronic absenteeism is expected to rise this year as COVID's significant impact on attendance continues from its beginning in 2019. Our work in increasing the attendance of those who should be in school while maintaining a safe attendance pattern for those who may be ill or exposed as a result of COVID requires strategic support from our front office as well as from our school and district nurse.
3. Restorative practices have decreased suspension over time, and helped our school to develop a more solutions oriented approach (rather than a merely punitive approach) to school discipline. Our school counselor and district support have been integral to increasing positive relationships between children and decreasing the amount of suspensions. The focus on restoring relationships rather than delivering consequences fostered through Restorative Justice practices, class meetings, social-emotional screeners are in place this year to anticipate and address the needs of our children.

# School and Student Performance Data

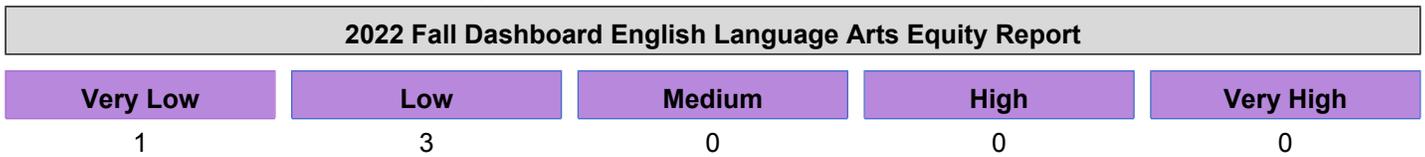
## Academic Performance English Language Arts

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;">41.5 points below standard</td> </tr> <tr> <td style="text-align: center;">201 Students</td> </tr> </tbody> </table>	All Students	2 Low	41.5 points below standard	201 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;">44.2 points below standard</td> </tr> <tr> <td style="text-align: center;">79 Students</td> </tr> </tbody> </table>	English Learners	2 Low	44.2 points below standard	79 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;">9 Students</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	9 Students
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**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
0 No Performance Level 6 Students		0 No Performance Level 9 Students	0 No Performance Level 9 Students
Hispanic	Two or More Races	Pacific Islander	White
2 Low 49.3 points below standard 166 Students	0 No Performance Level 6 Students		0 No Performance Level 5 Students

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

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

Current English Learner	Reclassified English Learners	English Only
62.1 points below standard 65 Students	39.1 points above standard 14 Students	38.9 points below standard 117 Students

**Conclusions based on this data:**

1. Significant increases were noted for Current English Learners, Reclassified English Learners, Students with Disabilities and Socio-Economically Disadvantaged students. The only decline was noted in our Filipino students who still remain 27 points above standard.
2. Our current English Learner cohort had a significant increase in English Language Arts as did our reclassified English Learners. It is noted that our English Learners (both current and reclassified) outperformed our English Only children. This data reinforces the value of good English Language instruction as well as involving our entire community in the reclassification process for our English Learners. Reclassification is a process that is rigorous and fairly complex. To involve families in the promotion of its importance and the strategies required for success is among the highest leverage work we can do with our English Learner community.
3. Professional learning done with Rio Del Mar has likely had a positive impact on our performance. Our theory of action is that understanding and addressing the content, format, and engagement requirements for this assessment helps our staff, students and community to understand and strategize more efficiently and accurately. This data reinforces the work we have done with staff in our professional learning series as well as the community in our family engagement series for the CAASPP. The collaboration between Rio Rosales and Rio Del Mar focused on understanding the CAASPP testing structure and used formative Interim Assessment Blocks to unpack assessment expectations and review student performance data through the lens of continual improvement.

# School and Student Performance Data

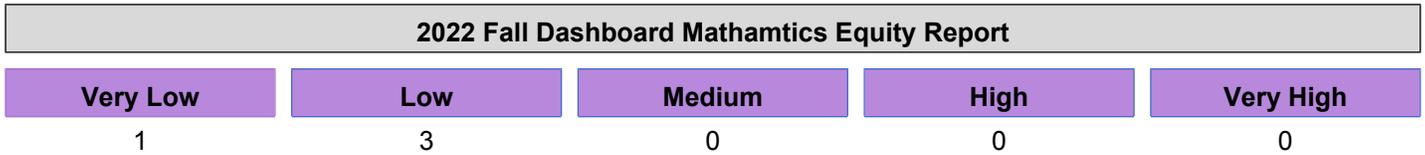
## Academic Performance Mathematics

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

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



This section provides number of student groups in each level.



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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group													
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"><th>All Students</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">2 Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">51.5 points below standard</td> </tr> <tr> <td style="text-align: center;">201 Students</td> </tr> </tbody> </table>	All Students	2 Low	51.5 points below standard	201 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;">53.4 points below standard</td> </tr> <tr> <td style="text-align: center;">79 Students</td> </tr> </tbody> </table>	English Learners	2 Low	53.4 points below standard	79 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;">9 Students</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	9 Students
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37 Students													

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

African American	American Indian	Asian	Filipino
0 No Performance Level 6 Students		0 No Performance Level 9 Students	0 No Performance Level 9 Students
Hispanic	Two or More Races	Pacific Islander	White
2 Low 59.9 points below standard 166 Students	0 No Performance Level 6 Students		0 No Performance Level 5 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
61.9 points below standard 65 Students	13.7 points below standard 14 Students	49.8 points below standard 117 Students

**Conclusions based on this data:**

- Gains in mathematics were not as significant as gains in English Language Arts, however it should be noted that all groups except Students with Disabilities made progress, however gains in all other subgroups indicate improvement. This increase may be due to the implementation of our math curriculum. It may also have to do with the complex nature of the mathematics section of the CAASPP. Noting the overall performance increase in communicating reasoning, writing in math may be a worthy focus as we develop our plans for success in mathematics. Our delivery of a universal screener in mathematics this year is intended to highlight areas of strength as well as guide tiered intervention to develop address the needs of all children. The Rio Rosales CARE team also monitors class and grade level results to propose intervention and support strategic lesson delivery by reviewing key strengths and areas for growth that are evidenced by formative assessment data.
- Our students with disabilities declined by 5.9 points. While academic performance is likely a factor here, there is also an increased demand to ensure that all children have the correct supports, both designated and universal, afforded to them as we prepare for the CAASPP through Interim Assessment Blocks up to the actual CAASPP taken in the spring. Working closely with the district to monitor and ensure that our Students with Disabilities have equitable access to the CAASPP and ELPAC is work that starts early in the year, and must remain a focus throughout the year.
- Unlike the English Language Arts section, our English Only students outperformed the current English Learner population. While there were increases for English Learners, Reclassified English Learners, and English Only children, they were not as significant as the increases in English Language Arts, which may support the importance of language embedded in the CAASPP, even language that provides directions for children to follow on the CAASPP.



# School and Student Performance Data

## Academic Performance English Learner Progress

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

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
3 Medium
51.6 making progress towards English language proficiency
Number of EL Students: 122 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
20	39	5	58

#### Conclusions based on this data:

1. Research is needed (through our Ellevation platform) to see who those children are who did not make progress. Ellevation provides content as well as more granular data on how children performed on various sections of the ELPAC. Work was completed last year in developing an "At Risk Of becoming a Long Term English Learner (AROLTEL)" model to better predict the trajectory of our English Learners. When reviewing the performance of our reclassified students, it is clear that reclassification is a pathway to success. If we are able to see, at a much more granular level, what children need in the expressive and receptive domains of listening, speaking, reading, and writing we will be able to target instruction more effectively and increase the likelihood of reclassification before promotion from fifth grade.
2. We need to increase the percentage of children who are progressing at least one level. Afterschool programs and intervention can extend the access and opportunity for children to continue on their path to reclassification. Continued professional learning in both understanding the EL road map and aligning instruction to target essential learnings is an ongoing and necessary function.
3. Examining requirements to move from "L" to "H" may provide insight and strategic pathways for our staff, students, and community. Parent workshops can help to prepare parents to be knowledgeable about the process as well as the potential benefits. Involving parents, just as with the CAASPP, in understanding the format, content, and engagement requirements of the ELPAC is another regular and important element in parent involvement.

# School and Student Performance Data

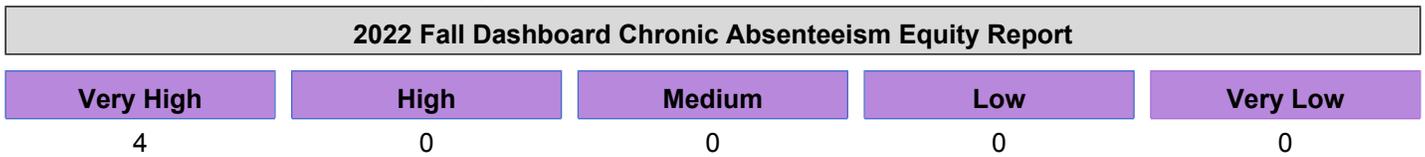
## Academic Engagement Chronic Absenteeism

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](#).

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group														
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td>1 Very High</td> </tr> <tr style="background-color: #d9e1f2;"> <td>40.1% Chronically Absent</td> </tr> <tr> <td>481 Students</td> </tr> </tbody> </table>	All Students	1 Very High	40.1% Chronically Absent	481 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td>1 Very High</td> </tr> <tr style="background-color: #d9e1f2;"> <td>40.5% Chronically Absent</td> </tr> <tr> <td>173 Students</td> </tr> </tbody> </table>	English Learners	1 Very High	40.5% Chronically Absent	173 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: #d9e1f2;"> <td>Less than 11 Students</td> </tr> <tr> <td>1 Student</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	Less than 11 Students	1 Student
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**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p align="center">0 No Performance Level 37.5% Chronically Absent 16 Students</p>		<p align="center">0 No Performance Level 13.3% Chronically Absent 15 Students</p>	<p align="center">0 No Performance Level 27.3% Chronically Absent 22 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p align="center">1 Very High 43.4% Chronically Absent 392 Students</p>	<p align="center">0 No Performance Level 28.6% Chronically Absent 14 Students</p>		<p align="center">0 No Performance Level 22.7% Chronically Absent 22 Students</p>

**Conclusions based on this data:**

- English Learners and Students with Disabilities are in the yellow group. English Learners maintained, and Students with Disabilities increased by 1.8%.
- CAASPP and future CDE Dashboards will likely reflect a more serious Chronic Absenteeism rate this year. Our work in reaching out to families, promoting good attendance, and utilizing district policies and procedures to enforce attendance will be integral to improving the attendance rate. For this year, keeping a close count of our Short Term Independent Study assignments will support an increased attendance rate. With the high demand on communication from our front office, and our commitment to providing excellent customer service, additional support in documenting the Independent Studies is required during times when COVID-related illnesses and absences impact the daily and necessary duties of our Office Manager and Student Family Support Specialist.
- The need to connect with community members has risen significantly during the COVID pandemic. These connections are integral to our understanding of, and ability to mitigate attendance issues. Extra support is needed in contacting family members, performing home visits, and navigating the School Attendance Review Team, Intervention Progress Team, and School Attendance Review Board processes and policies.

# School and Student Performance Data

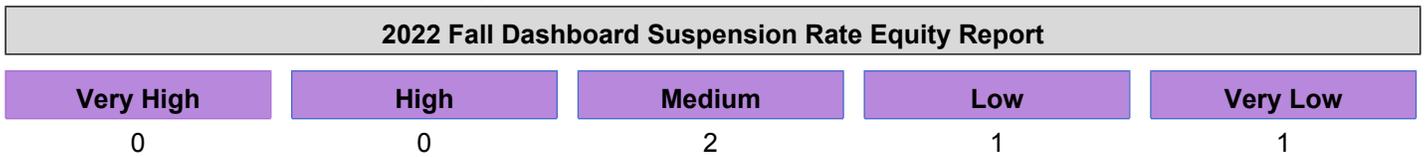
## Conditions & Climate Suspension Rate

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>4 Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td>1% suspended at least one day</td> </tr> <tr> <td>492 Students</td> </tr> </tbody> </table>	All Students	4 Low	1% suspended at least one day	492 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>English Learners</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>176 Students</td> </tr> </tbody> </table>	English Learners	5 Very Low	0% suspended at least one day	176 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>1 Student</td> </tr> </tbody> </table>	Foster Youth	0 No Performance Level	Less than 11 Students	1 Student
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81 Students														

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p align="center">0 No Performance Level 11.1% suspended at least one day 18 Students</p>		<p align="center">0 No Performance Level 0% suspended at least one day 15 Students</p>	<p align="center">0 No Performance Level 0% suspended at least one day 22 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p align="center">4 Low 0.8% suspended at least one day 400 Students</p>	<p align="center">0 No Performance Level 0% suspended at least one day 14 Students</p>		<p align="center">0 No Performance Level 0% suspended at least one day 23 Students</p>

**Conclusions based on this data:**

1. Suspension rate held relatively stable from 2018 - 2019. Suspensions are primarily for physical violence and causing harm to other children. Restorative practices have been integral to decreasing behaviors that may result in suspension.
2. Restorative practices have helped to decrease suspension, while working to restore and repair damaged relationships. Our counselors have been instrumental in this work, that will likely have an even greater impact on reducing the suspensions, while also reducing recidivism.
3. The Students with Disabilities group had the highest increase of suspensions. More work is needed in addressing the behavioral needs of children at classroom levels to increase pro-social and safe behavior. Our current work done with the site CARE team (comprised of school psychologist, resource teacher, counselor, principal and Rosales staff) in assessing, in a tiered manner, the social emotional needs of our children in all grade levels and settings is allowing us all to uncover need in a more proactive manner and address the needs at the class, small group, and individual level.

# 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

Academic Achievement in ELA

## LEA/LCAP Goal

Goal 1 in the LCAP addresses pupil outcomes and student engagement which provides an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration and Caring. This goal build on providing extra support toward pupil outcomes and conditions of learning and 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

Goal: By June 8, 2023, all eligible students in grades 3 - 5 will take the California Assessment of Student Performance and Progress (CAASPP). Through strategic professional learning, implementation of best practices and community partnerships, Rio Rosales scores of 3 and 4 on the English Language Arts section of the CAASPP will increase by at least five percent from 45% in the 2018-2019 academic year (the last year with reported CAASPP results) to 51% on the 2022-2023 CAASPP. Rio Rosales scores of 1 and 2 on the ELA section of the CAASPP will decrease by at least five percent from 55 % in the 2018-2019 academic year to 49% in the 2022-2023 academic year. As an essential predictor of future success, children in grades Kindergarten through second grade will establish a baseline of ELA scores on our local measures (i.e. Universal Screener) to establish instructional strengths and areas for instructional acceleration to mitigate the effects of COVID on teaching and learning.

## Identified Need

Our identified need is to prepare children for the rigors of the CAASPP beginning in Kindergarten. While the goal is written for children in grades 3 - 5, the implications for instruction up to and through promotion at Rosales are for all children in the school. Local results from the 2020-2021 CAASPP have been used to identify strengths and areas for growth.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts Performance Data : Scores of 3 and 4	45 %	51%
CAASPP English Language Arts Performance Data : Scores of 1 and 2	55 %	49 %
Universal Screener Data	Baseline	70% at or above Grade Level in Leveled Reading Passages and Basic Phonics Skills Test data.

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

CAASPP Goal Setting with students in grades 3 - 5 done in sessions designed to give a general overview of the CAASPP and then provide training and goal setting to prepare for the demands of format, content and engagement on the CAASPP. All students in grades 3 - 5 will complete a personal goal sheet that aligns with school goals. A concluding activity in the goal setting will be the distribution of supplemental resources and materials to enhance mindset and preparedness to take the CAASPP.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Title I

010-1104-3010-0-1110-012-200-0000-0

## Strategy/Activity 2

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

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

Families in grades 3 - 5.

### Strategy/Activity

Two CAASPP parent evenings designed to help families become familiar with the CAASPP assessments in May. The first evening is designed to give a general overview of the CAASPP and requirements of format, content and engagement. The second evening is designed to give families a chance to take practice tests together and design a plan to help each child develop strategies for success on the CAASPP. Materials may be prepared and distributed as needed to support families for these trainings. Teachers may also be compensated to prepare and present for these evenings.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I

010-1104-3010-0-1110-012-200-0000-0

None Specified

### Strategy/Activity 3

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

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

Subgroups of students who scored 1 or 2 on 2018-19 CAASPP, or who underperform on CAASPP Interim Assessment Blocks as part of our districtwide implementation of IAB formative assessments.

#### Strategy/Activity

After school intervention teaching opportunities will be offered to teachers who, after determining need, provide instruction to assist children in meeting the content, format, and engagement requirements of the CAASPP.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

Title I

010-1104-3010-0-1110-012-200-0000-0

### Strategy/Activity 4

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

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

Students who underperform on local, district and/or state measures.

#### Strategy/Activity

Use of Intervention teacher to address children in grades K - 5 who are meeting or exceeding grade level expectations on local, district, and/or state measures with the intent of creating a smaller and more focused group for the classroom teacher to address the needs of children who are underperforming in English Language Arts as measured by local, district, and/or state measures.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Title I

010-1104-3010-0-1110-012-200-0000-0

### Strategy/Activity 5

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

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

Children who are below grade level expectations in English Language Arts essential learnings, with a clear focus on improving outcomes for students with disabilities, foster youth, English Learners, and socio-economically disadvantaged children.

Strategy/Activity

Develop literacy strategies such as instructional routines and/or parent resources, training, and materials to support mastery of essential learnings in children at all grade levels.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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

## **ANALYSIS**

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

While many factors have positively impacted our CAASPP results, the strategies enacted through this SPSA have been generally successful on the whole and with our subgroups.

Because the CAASPP was modified last year, the meeting series was truncated and the multi-site professional learning series was not held.

The purchase of classroom sets of literature that promote positive culture was widely regarded as successful, especially as COVID has wrought such emotional damage to the community. This authentic literacy project developed for all grade levels provides an opportunity to develop literacy as well as positive social-emotional / mindset work to enhance resilience and growth mindset.

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

The major change in intended implementation was the modification of the CAASPP. While we were able to hold one of the parent evenings we were not able to complete the series. However, we are confident that the combination of professional learning and community collaboration will continue to build teacher capacity and community awareness and efficacy.

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.

A change to the strategy is the addition of after-school intervention services that are designed to support children who have been identified by staff as most deserving of intervention.

Data indicates that a focus on students with disabilities is needed as we continue with CAASPP preparation.

As the year progresses and as clarification on in-person professional learning and substitute teacher availability is achieved, the multi-site professional learning series with teachers in grades 3 - 5 may become an option if COVID restrictions allow. The pedagogical shift of using the intervention teacher to work with children who are nearing, meeting, or exceeding grade-level standards with the intent of providing a smaller and more focused group for intervention with the classroom teacher is a move that is supported by our community. Our theory of action is that the classroom teacher is best equipped to engage, motivate, and intervene positively with the children of need in the classroom. Administration will support release time for teachers to observe one another in the development of key literacy routines and/or provide peer coaching to one another. This release time may be provided by substitute teachers or administration.

# 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

Identify and address the needs of children in mathematics

## LEA/LCAP Goal

Goal 1 in the LCAP addresses pupil outcomes and student engagement which provides an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration and Caring. This goal build on providing extra support toward pupil outcomes and conditions of learning and 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

SCHOOL GOAL: By June 2, 2023, all eligible students will take the California Assessment of Student Performance and Progress (CAASPP). Through strategic professional learning, implementation of best practices and community partnerships, Rio Rosales scores of 3 and 4 on the math section of the CAASPP will increase by at least 5 percent from 42% the 2018-2019 academic year (the last year with reported CAASPP results) to 47% on the 2022-2023 CAASPP. Rio Rosales scores of 1 and 2 on the math section of the CAASPP will decrease by at least five percent from 58% in the 2018 - 2019 academic year to 53% in the 2022 - 2023 academic year. As an essential predictor of future success, children in grades Kindergarten through second grade will establish a baseline of math scores on our local measures (i.e. Universal Screener) to establish instructional strengths and areas for instructional acceleration to mitigate the effects of COVID on teaching and learning.

## Identified Need

Our identified need is to prepare children for the rigors of the CAASPP beginning in Kindergarten. While the goal is written for children in grades 3 - 5, the implications for instruction up to and through promotion at Rosales are for all children in the school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics Scores	42% scores of 3 and 4	47% scores of 3 and 4
CAASPP Mathematics Scores	58% scores of 1 and 2	53% scores 1 and 2

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

## Strategy/Activity 1

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

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

All students.

### Strategy/Activity

CAASPP Goal Setting with students in grades 3 - 5 done in sessions designed to give a general overview of the CAASPP and then provide training and goal setting to prepare for the demands of

format, content and engagement on the CAASPP. All students in grades 3 - 5 will complete a personal goal sheet that aligns with school goals. A concluding activity in the goal setting will be the distribution of supplemental resources and materials to enhance mindset and preparedness to take the CAASPP.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1,000.00

Title I

010-2101-0000-0-4760-1000-013-200-0000-0

**Strategy/Activity 2**

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

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

All students

**Strategy/Activity**

Two CAASPP parent evenings designed to help families become familiar with the CAASPP assessments in May. The first evening is designed to give a general overview of the CAASPP and requirements of format, content and engagement. The second evening is designed to give families a chance to take practice tests together and design a plan to help each child develop strategies for success on the CAASPP. Materials may be prepared and distributed as needed to support families for these trainings. Teachers may also be compensated to prepare and present for these evenings. In concert with the parent evenings, funding for after school intervention will be offered to teachers who, after determining need, provide instruction to assist children in meeting the content, format, and engagement requirements of the CAASPP.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1000

Title I

010-1104-3010-0-1110-012-200-0000-0

See Goal 1 Strategy 2 for funding information

**Strategy/Activity 3**

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

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

Subgroups of students who scored 1 or 2 on 2018-19 CAASPP, or who underperform on CAASPP Interim Assessment Blocks as part of our districtwide implementation of IAB formative assessments.

#### Strategy/Activity

After school intervention and or enrichment teaching opportunities will be offered to teachers who, after determining need, provide instruction to assist children in meeting the content, format, and engagement requirements of the CAASPP.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Title I

010-1104-3010-0-1110-012-200-0000-0

#### Strategy/Activity 4

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

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

All students in grades K - 2 with an additional focus on English Learners, Students with Disabilities, Foster Youth, and Socio-Economically Disadvantaged Students.

#### Strategy/Activity

Children in all grade levels will establish a baseline of performance data on local formative measures (i.e. Universal Screener) to inform instruction for the current year as well as the years to come.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I

## 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.

While many factors have positively impacted our CAASPP results, the strategies enacted through this SPSA have been generally successful on the whole and with our subgroups. Because the CAASPP was modified last year, the community meeting series was truncated and the multi-site professional learning series was not held. Math scores were slightly lower than ELA scores on the last reported CAASPP.

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

The major change in intended implementation was the modification of the CAASPP. While we were able to hold one of the parent evenings we were not able to complete the series. However, we are confident that the combination of professional learning and community collaboration will continue to build teacher capacity and community awareness and efficacy.

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.

A change to the strategy is the addition of after-school intervention services that are designed to support children who have been identified by staff as most deserving of intervention.

Data indicates that a focus on students with disabilities is needed as we continue with CAASPP preparation.

As the year progresses and as clarification on in-person professional learning and substitute teacher availability is achieved, the multi-site professional learning series with teachers in grades 3 - 5 may become an option if COVID restrictions allow.

# 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 Learner Progress

## 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

SCHOOL GOAL 3: By June 2023, At least 95% of English Learners (ELs) will maintain or demonstrate positive movement as measured by the ELPAC as reported in Ellevation . We will reduce the “negative movement” on EL measures to less than 5%.

## Identified Need

English Learner progress on the ELPAC, as one metric that can determine a child's reclassification, is an integral focus as the summative measure of an English Learner's progress (or lack thereof) for an academic year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Positive Movement on ELPAC	46.7% of EL's made progress	at least 55% of EL's will make progress as measured by the ELlevation platform.

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

## Strategy/Activity 1

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

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

English Learners

### Strategy/Activity

ELPAC Practice Assessment and professional learning are designed to familiarize staff, students, and families with the expectations and potential outcomes of ELPAC performance. Family evenings are designed to inform and train families to take the ELPAC.

### 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 010-3602-0000-0-4760-1000-012-200-L113-0

## 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

Newcomer group instruction after school. Funding shall be released for after school intervention by certificated staff to accelerate language acquisition and school connectedness.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I 010-1104-3010-0-1110-012-200-0000-0

## 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

In collaboration with Rio School District, Rio Rosales staff will examine data, identify Long Term English Learners as well as those at risk for becoming long term English Learners (LTELs) and build strategies to improve performance on ELPAC and CAASPP. Rosales staff will address the needs of our English Learners in designated and integrated English Language Development through professional learning and collaboration with Rio School District Teachers on Special Assignment.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I

**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**

Use of an English Learner technology platform called ELLevation to both track English Learners and provide targeted content to address curricular needs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

6000

Source(s)

Title I

010-1104-3010-0-1110-012-200-0000-0

**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.

The implementation of our strategies was earnest, but the goal was not met. We believe that improved monitoring of our English Learners, including those at risk of becoming Long Term English Learners combined with a supplementary content platform will address the areas for growth in our English Learners at Rosales.

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

This year we have purchased a pilot program called ELLevation to support our integrated and designated English Language Development.

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.

Utilizing the CAASPP strategies, our site ran another evening with families for a workshop on the ELPAC. While attendance was approximately 12 people across two sites, the development of the training was effective and will be utilized again.

Another next step is to develop a predictive tool for Long Term English Learners to proactively understand and address the needs of our English Learners. Utilizing the California Dashboard as a source for goal writing seems to be a productive strategic move. The confluence of student progress data and English Language Development content is an area of promise for our staff and potentially our students. Our theory of action with the ELLevation platform is that we can more easily identify our English Learners' areas of need and quickly align curriculum to support the specific curricular and linguistic needs in listening, speaking, reading, and writing English.

# 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

Increasing Attendance and Engagement

## 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

Goal: By June, 2023 chronic absenteeism rates will be less than 10%

## Identified Need

Rio Rosales chronic absenteeism as reported by CDE Dashboard was 7.9% in 2018-2019.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	Chronic Absenteeism: 7.9%	Chronic Absenteeism: < 7.0

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, with a particular focus on those students whose absences are equal to or greater than ten percent of the year at any given date.

### Strategy/Activity

Continue use of support specialists, extra support staff, home visits and collaboration with local agencies to contact families for School Attendance Review Team as a preventive measure to reduce School Attendance Review Board referrals.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF - Supplemental

## Strategy/Activity 2

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

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

Those students whose absence rate is above 10%

### Strategy/Activity

Re-engagement meetings both in person and virtual designed to target needs and provide support virtually or in person, up to and including home visits by appropriate Rio District staff.

### 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)

4000

#### Source(s)

Title I

010-1104-3010-0-1110-012-200-0000-0  
for resources and extra-hour requirements

## 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.

COVID has had a significant negative impact on our attendance. Actualization of the goal was rendered moot by the cessation of in person learning, yet we developed new tools to reach out, connect, and engage families who are disconnected. the use of virtual meetings has enabled us to be in more authentic contact with some parents when in person meetings are not possible. Home visits have become another useful tool in our work to account for and engage families.

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

Budgeted expenditures were relatively minimal last year. This year we may want to utilize some funding for training our office staff to develop a more rigorous School Attendance Review Team and increase capacity with the School Attendance Review Board process.

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.

Additional training and support in addressing the significant uptick with informal and formal attendance processes. This year our School Site Council has directed funds to support additional clerical support in monitoring attendance and sharing communications with our community.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$51,252
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$136,703.00

## 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	\$99,444.00

Subtotal of additional federal funds included for this school: \$99,444.00

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

State or Local Programs	Allocation (\$)
LCFF	\$36,259.00
LCFF - Supplemental	\$1,000.00

Subtotal of state or local funds included for this school: \$37,259.00

Total of federal, state, and/or local funds for this school: \$136,703.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCFF	36,259.00
LCFF - Supplemental	1,000.00
Title I	99,444.00

## Expenditures by Budget Reference

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

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	36,259.00
	LCFF - Supplemental	1,000.00
	Title I	99,444.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,000.00
Goal 2	8,000.00
Goal 3	14,000.00
Goal 4	5,000.00
Goal 5	84,703.00

# School Site Council Membership

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

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

Name of Members	Role
Janeth Simmons	Parent or Community Member
Clara Villasenor	Parent or Community Member
Ashley Martinez	Parent or Community Member
Emmanuel Mejia	Parent or Community Member
Amber Gibson	Classroom Teacher
Victor Anaya	Other School Staff
Ryan Howatt	Principal
TBD	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

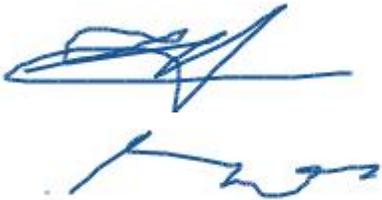
**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 5/9/2022.

Attested:



Principal, Ryan Howatt on May 9, 2022

SSC Chairperson, Emmanuel Mejia on May 9, 2022