

School Year: **2022-23**



EST. 2018

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio del Sol Elementary School	56-72561-0137018	06/07/2022	

Purpose and Description

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

Schoolwide Program

The Rio Del Sol Single Plan for Student Achievement evaluates the effectiveness of the previous school direction/plan and outlines the programs and foci for moving forward

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

The Rio Del Sol Single Plan for Student Achievement outlines how as school we focus on the achievement of all students and the programs in place that focus on our at-risk students and school-wide demographics

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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).

Throughout the course of the year, Rio Del Sol surveyed all community partners (parents, staff and students) to analyze the effectiveness of the school-wide plan. A summary of the results shows a grand emphasis on Rio Del Sol improving upon the Social and Emotional Well-being of both students and staff. The YouthTruth Survey also displayed an emphasis must be made on students feeling more connected in school to the adults on campus and students feeling more supported by both staff and peers

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 yearly at Rio Del Sol. Last year, the frequency of classroom observations was impacted by COVID. Since Rio Del Sol is only in its 5th year, the programs have not been able to experience full fruition of the hard work put forth. This year 29 certificated staff members are on evaluation cycle and therefore be observed multiple times throughout the year. In addition, admin drop into classrooms daily to both learn more about and support the needs of staff and students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Rio Del Sol is still in its foundational years as years 2 and 3 were impacted by COVID. We still use the Spring 2019 CAASPP data to analyze growth, however this year's data will be our true first comparable data set as it is the second year we are fully K-8 onsite

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

Our Spring 2019 CAASPP data showed a proficiency rate of 57.9% in ELA and 40.6% in Math. We are also currently analyzing the data from our trimester 1 assessments (MyAccess and IABs)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Rio Del Sol currently has 37 credentialed teachers on staff. Rio Del Sol has "1" mis-assigned teachers and "9" inexperienced teachers.

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

OF our 38 educators on campus, 4 are working full-time on an intern status, 34 are credentialed with 27 having clear credentials.

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

Rio Del Sol K-8 STEAM school focuses on integrating Science Technology Education Arts and Mathematics (STEAM) into daily curriculum. The focus is an integration of STEAM based concepts within an inquiry-based learning model. Teachers are trained on what creates a STEAM lesson and how the STEAM concept comes as the framework for each lesson. Grade level collaboration comes monthly where teachers share their STEAM concepts and pedagogical practices with grade level team members.

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

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

Our probationary 1 and 2 teachers are provided mentor teachers onsite as well as through the county programs. Teachers are also provided time for working with their mentors and use of Triad meetings with administration. Rio Del Sol also utilizes Teachers on Special Assignment (TOSAs) to support teachers in their pedagogical practices of Math, Science, ELA and ELD. The TOSAs also support the teachers with lesson demonstrations and team teaching

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

Grade level collaboration occurs on a monthly basis. In addition, when we overcome the current sub-shortage, additional release time will be provided for grade level collaboration. Grade levels are also compensated for grade level collaboration after contractual hours.

Teaching and Learning

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

Classes follow the state standards and prepare students in grades 3-8 for state assessments. Embedded within the state standards, classes focus on inquiry-based STEAM concepts

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

Each grade level instructional minutes are set to the state requirements and are consistent throughout the district.

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

Teachers K-5 create their daily schedules which include all core subject including ELA, Math, science, SS, PE and ELD while utilizing high leverage instructional strategies to integrate areas of interest and STEAM. Elementary teachers have the flexibility to support intervention needs through small group instruction, the use of push-in teachers and/or intervention teachers. The middle school schedules have a defined schedule of core subject areas. The middle school master schedule is also based off of student interest when deciding electives. In addition, two sections of ELD are at the middle school level. Currently, the master schedule does not have an intervention course, however there are multiple sections of Resource to support our special needs students.

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

The classrooms meet the state and county requirements for instructional materials and are coordinated with the district's Educational Services Department. Rio Del Sol also goes through the Williams inspection yearly to ensure we are in compliance. Additionally, technology-based instructional programs are also purchased and in place based off teacher interest.

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

Instructional materials in place are purchased through Educational Services and meet the state requirements. We also have technology-based educational programs in place to support at-risk students and growth is measured via assessments and discussed at IPT meetings.

Opportunity and Equal Educational Access

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

Tier I and Tier II programs are provided within the general education classrooms. Additionally, our project-based learning environment allows for multiple modalities of learning which is inline with Universal Design For Learning. Additionally, after school tutoring, parent conferences, IPT meetings and after school programs, provide additional resources for underperforming students.

Evidence-based educational practices to raise student achievement

Since our true base year is the year, we will be evaluating the effectiveness of our inquiry-based model in grades K-5. We will also be evaluating the effectiveness via trimester assessments, CAASPP assessments and report cards. At the 6th-8th grade level, over 40% of the students made honor roll for first trimester. Additionally, our designated after school supports for our at-risk students via the use of our IPT process and learning softwares have displayed growth.

Parental Engagement

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

In place we have an English Language Advisory Council, that supports and provides input on programs for our English Language Learners. Additionally, we have a School Site Council in place that supports the implementation of our school-wide goals and assist in evaluating the school's growth towards the goals. We also have a PTSA that supports our programs and creates community events. The PTSA also provides financial resources for our learning programs and has a strong emphasis on SEL.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We have monthly SSC meetings, ELAC meetings, Coffee with the Principal meetings and ongoing survey to evaluate the effectiveness of our programs.

Funding

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

Our Title I funds our professional learning development for our staff and funds our Tier III learning softwares programs. Our Title I funds also support our after school professional development and new teacher training program to better support our At-Risk students. The Title I funds also provide learning materials for our at-risk students and after school tutoring.

Fiscal support (EPC)

Student learning results from both state standardized assessments and benchmark assessment data is shared with staff. During Professional Learning Community meetings, teachers, curriculum coordinators, and administrators. Data is also utilized to monitor students progress via both the general classroom and through the IPT process.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Site Level:

Rio del Sol is still in the foundation years as doors in August 2018. This is our fourth year. As part of our professional practice at RDS, we have established a culture of teachers as learning guides who

guide the learning of students through inquiry-based models to spark learning. CAASPP data and student performance informs teachers' planning in Design Time.

The 2018-2019 CAASPP scores represent a baseline for Rio Del Sol, which allowed us to begin to identify and analyze trends during the 2019-2020 academic year, determine areas of academic and socio-emotional needs, and set goals for achieving increases in CAASPP performance.

The CAASPP was not administered state-wide in 2019-2020 due to COVID-19 school closures and the 20-21 results were impacted by distance learning and hybrid models. Therefore, our current baseline for CAASPP continues to be from the 2018-2019 academic year. We look at the 21-22 school year as being our true first measure as we are now fully K-8 onsite.

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

1. Established a teacher leadership team, curricular goals, which meets monthly.
2. Established Grade-Level leads for district Curriculum Council
3. Established a School Site Council that meets monthly
4. Established an English Learner Advisory Committee that meets monthly
5. Parent Teacher Student Association dates for monthly meetings.
6. Created a professional development collaborative team to discuss effective practices and review data (5-day Summer Institute 8/16-8/19/2021).
7. Monthly Faculty meetings focused on K-8, grade level, and, grade-band level.
8. Established multiple committees on site to increase school-wide culture and teacher input.
9. Integrated updated mathematical practices and designated ELD times
10. Developed and maintained Intervention Progress Team to support struggling students with monthly IPT marathon days and academic software to track growth.
11. Continued efforts to support and maintain growth in our temporary, first year and second year teachers
12. Developed and implemented a student support program post-COVID.
13. School Site Council approved SPSA on June 7th, 2022.

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	96	92	92
Grade 1	106	99	99
Grade 2	58	108	99
Grade3	90	60	110
Grade 4	87	86	59
Grade 5	75	91	83
Grade 6	85	89	84
Grade 7	106	87	88
Grade 8		79	77
Total Enrollment	703	791	791

Conclusions based on this data:

1. The diversity of the school has decreased over the years and we have less English Learners entering the school
2. Our enrollment has grown considerably as the school has implemented our full K-8 onsite program
3. COVID has impacted the natural growth of our school into our K-8 model.

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	127	119	118	18.1%	14.50%	14.9%
Fluent English Proficient (FEP)	55	79	68	7.8%	9.60%	8.6%
Reclassified Fluent English Proficient (RFEP)	0	16		0.0%	2.00%	

Conclusions based on this data:

1. Our reclassification rate of 13.4% is an area of emphasis
2. Our English Learner population has decreased which means we need to look more into our enrollment process
3. Our RFEP percentage has increased

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	60	60	107	60	54	103	60	54	103	100	90.0	96.3
Grade 4	60	85	58	60	83	54	60	83	54	100	97.6	93.1
Grade 5	62	92	82	62	84	82	62	84	82	100	91.3	100.0
Grade 6	89	89	82	89	85	77	89	85	77	100	95.5	93.9
Grade 7		86	87		81	83		81	83		94.2	95.4
Grade 8		104	75		97	70		97	70		93.3	93.3
All Grades	271	516	491	271	484	469	271	484	469	100	93.8	95.5

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	2447.	2386.	2394.	35.00	7.41	20.39	20.00	29.63	14.56	28.33	18.52	23.30	16.67	44.44	41.75
Grade 4	2478.	2462.	2452.	26.67	19.28	20.37	23.33	25.30	25.93	23.33	25.30	18.52	26.67	30.12	35.19
Grade 5	2554.	2504.	2487.	38.71	26.19	15.85	35.48	25.00	26.83	19.35	21.43	30.49	6.45	27.38	26.83
Grade 6	2543.	2524.	2522.	15.73	14.12	14.29	41.57	32.94	37.66	28.09	29.41	23.38	14.61	23.53	24.68
Grade 7		2556.	2551.		17.28	14.46		35.80	36.14		27.16	28.92		19.75	20.48
Grade 8		2564.	2553.		8.25	14.29		36.08	28.57		44.33	34.29		11.34	22.86
All Grades	N/A	N/A	N/A	27.68	15.70	16.63	31.37	30.99	27.72	25.09	28.72	26.65	15.87	24.59	29.00

2019-20 Data:

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Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.33	7.41	17.48	45.00	59.26	57.28	21.67	33.33	25.24
Grade 4	30.00	15.66	12.96	53.33	72.29	62.96	16.67	12.05	24.07
Grade 5	30.65	19.05	8.54	62.90	65.48	69.51	6.45	15.48	21.95
Grade 6	21.35	17.65	10.39	53.93	51.76	66.23	24.72	30.59	23.38
Grade 7		18.52	18.07		59.26	61.45		22.22	20.48
Grade 8		12.37	21.43		64.95	51.43		22.68	27.14
All Grades	28.04	15.50	14.93	53.87	62.40	61.41	18.08	22.11	23.67

2019-20 Data:

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

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	35.00	3.70	14.56	48.33	64.81	39.81	16.67	31.48	45.63
Grade 4	23.33	18.07	18.52	58.33	60.24	62.96	18.33	21.69	18.52
Grade 5	33.87	26.19	21.95	58.06	54.76	48.78	8.06	19.05	29.27
Grade 6	32.58	10.59	18.18	56.18	67.06	51.95	11.24	22.35	29.87
Grade 7		22.50	20.48		62.50	60.24		15.00	19.28
Grade 8		11.34	15.71		76.29	52.86		12.37	31.43
All Grades	31.37	15.94	18.12	55.35	64.60	51.60	13.28	19.46	30.28

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.67	5.56	8.74	63.33	77.78	70.87	10.00	16.67	20.39
Grade 4	23.33	12.05	7.41	50.00	71.08	75.93	26.67	16.87	16.67
Grade 5	35.48	15.48	9.76	59.68	75.00	80.49	4.84	9.52	9.76
Grade 6	11.24	10.59	14.29	77.53	78.82	71.43	11.24	10.59	14.29
Grade 7		12.35	12.05		80.25	73.49		7.41	14.46
Grade 8		12.37	10.00		78.35	78.57		9.28	11.43
All Grades	22.88	11.78	10.45	64.21	76.86	74.84	12.92	11.36	14.71

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.33	12.96	12.62	53.33	70.37	58.25	18.33	16.67	29.13
Grade 4	20.00	21.69	11.11	51.67	67.47	70.37	28.33	10.84	18.52
Grade 5	50.00	14.29	10.98	43.55	69.05	68.29	6.45	16.67	20.73
Grade 6	31.46	21.18	16.88	56.18	64.71	71.43	12.36	14.12	11.69
Grade 7		39.51	19.28		46.91	62.65		13.58	18.07
Grade 8		15.46	14.29		78.35	71.43		6.19	14.29
All Grades	32.47	21.07	14.29	51.66	66.32	66.31	15.87	12.60	19.40

2019-20 Data:

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Conclusions based on this data:

1. Our CAASPP scores are an area of focus as a 51% proficiency rate is not inline with the school's standards and model
2. Our 18-19 scores are still our benchmark and it was our first year as a school
3. We are really looking forward to the 21-22 scores as this is the first year we are fully K-8 onsite

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	60	60	107	60	54	103	60	54	103	100	90.0	96.3
Grade 4	60	85	58	60	83	51	60	83	51	100	97.6	87.9
Grade 5	62	92	82	62	86	78	62	85	78	100	93.5	95.1
Grade 6	89	89	82	89	85	77	89	85	77	100	95.5	93.9
Grade 7		86	87		81	83		81	83		94.2	95.4
Grade 8		104	75		98	71		98	71		94.2	94.7
All Grades	271	516	491	271	487	463	271	486	463	100	94.4	94.3

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2451.	2386.	2407.	23.33	1.85	12.62	30.00	27.78	24.27	36.67	25.93	22.33	10.00	44.44	40.78
Grade 4	2456.	2442.	2435.	15.00	8.43	5.88	16.67	19.28	23.53	35.00	44.58	35.29	33.33	27.71	35.29
Grade 5	2541.	2460.	2473.	33.87	8.24	14.10	22.58	14.12	10.26	33.87	30.59	33.33	9.68	47.06	42.31
Grade 6	2502.	2492.	2489.	10.11	16.47	9.09	16.85	12.94	16.88	38.20	28.24	29.87	34.83	42.35	44.16
Grade 7		2510.	2528.		9.88	15.66		20.99	21.69		23.46	30.12		45.68	32.53
Grade 8		2488.	2502.		4.08	8.45		13.27	18.31		25.51	22.54		57.14	50.70
All Grades	N/A	N/A	N/A	19.56	8.44	11.45	21.03	17.28	19.22	36.16	29.84	28.29	23.25	44.44	41.04

2019-20 Data:

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	38.33	7.41	19.42	35.00	40.74	41.75	26.67	51.85	38.83
Grade 4	21.67	16.87	7.84	28.33	44.58	43.14	50.00	38.55	49.02
Grade 5	37.10	8.24	10.26	40.32	37.65	51.28	22.58	54.12	38.46
Grade 6	13.48	12.94	7.89	37.08	36.47	50.00	49.44	50.59	42.11
Grade 7		9.88	12.05		50.62	60.24		39.51	27.71
Grade 8		2.04	5.63		44.90	49.30		53.06	45.07
All Grades	26.20	9.47	11.26	35.42	42.59	49.35	38.38	47.94	39.39

2019-20 Data:

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.67	12.96	14.56	60.00	50.00	48.54	13.33	37.04	36.89
Grade 4	20.00	8.43	5.88	36.67	59.04	58.82	43.33	32.53	35.29
Grade 5	35.48	7.06	14.10	38.71	56.47	55.13	25.81	36.47	30.77
Grade 6	10.11	8.24	10.39	46.07	58.82	46.75	43.82	32.94	42.86
Grade 7		8.64	13.25		61.73	55.42		29.63	31.33
Grade 8		6.12	9.86		54.08	49.30		39.80	40.85
All Grades	21.77	8.23	11.88	45.39	57.00	51.84	32.84	34.77	36.29

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	38.33	5.56	17.48	56.67	74.07	50.49	5.00	20.37	32.04
Grade 4	23.33	12.05	3.92	38.33	63.86	70.59	38.33	24.10	25.49
Grade 5	25.81	8.24	12.82	64.52	63.53	55.13	9.68	28.24	32.05
Grade 6	13.48	17.65	6.49	50.56	65.88	68.83	35.96	16.47	24.68
Grade 7		13.58	18.07		70.37	61.45		16.05	20.48
Grade 8		7.14	9.86		67.35	60.56		25.51	29.58
All Grades	23.99	10.91	12.31	52.40	67.08	60.04	23.62	22.02	27.65

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. Our math performance scores are below our ELA scores
2. As a STEAM school, we need to ensure we are placing a grand emphasis on mathematics as it is a component of STEAM
3. These scores are from our first year and we look forward to our 21-22 scores as it is our 4th year in existence and our true base year

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1436.0	1414.5	*	1449.8	1429.3	*	1403.7	1379.5	*	21	15	10
1	*	1450.8	1443.5	*	1465.6	1472.4	*	1435.6	1414.3	9	18	13
2	1500.2	1483.5	1505.1	1501.9	1491.3	1512.4	1498.0	1475.1	1496.9	24	20	16
3	1522.8	*	1491.1	1503.3	*	1499.4	1541.8	*	1482.2	16	10	18
4	*	1548.1	*	*	1563.7	*	*	1532.1	*	9	27	8
5	*	1583.8	1563.0	*	1590.5	1568.9	*	1576.8	1556.3	7	13	18
6	*	*	*	*	*	*	*	*	*	10	8	9
7		*	*		*	*		*	*		7	6
8		*	*		*	*		*	*		9	4
All Grades										96	127	102

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.76	0.00	*	57.14	33.33	*	38.10	53.33	*	0.00	13.33	*	21	15	*
1	*	0.00	0.00	*	61.11	30.77	*	27.78	53.85	*	11.11	15.38	*	18	13
2	20.83	15.00	31.25	54.17	45.00	37.50	25.00	40.00	31.25	0.00	0.00	0.00	24	20	16
3	50.00	*	11.11	25.00	*	33.33	25.00	*	50.00	0.00	*	5.56	16	*	18
4	*	40.74	*	*	33.33	*	*	18.52	*	*	7.41	*	*	27	*
5	*	53.85	50.00	*	30.77	33.33	*	15.38	11.11	*	0.00	5.56	*	13	18
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades	27.08	31.50	29.41	43.75	40.94	36.27	28.13	22.05	27.45	1.04	5.51	6.86	96	127	102

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	9.52	6.67	*	85.71	33.33	*	4.76	53.33	*	0.00	6.67	*	21	15	*
1	*	33.33	23.08	*	38.89	46.15	*	22.22	30.77	*	5.56	0.00	*	18	13
2	45.83	25.00	50.00	37.50	50.00	43.75	16.67	25.00	0.00	0.00	0.00	6.25	24	20	16
3	56.25	*	27.78	31.25	*	55.56	12.50	*	16.67	0.00	*	0.00	16	*	18
4	*	66.67	*	*	29.63	*	*	3.70	*	*	0.00	*	*	27	*
5	*	69.23	61.11	*	30.77	33.33	*	0.00	5.56	*	0.00	0.00	*	13	18
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades	37.50	51.18	45.10	47.92	32.28	40.20	13.54	14.96	10.78	1.04	1.57	3.92	96	127	102

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.76	6.67	*	28.57	13.33	*	61.90	60.00	*	4.76	20.00	*	21	15	*
1	*	0.00	0.00	*	44.44	7.69	*	27.78	53.85	*	27.78	38.46	*	18	13
2	16.67	0.00	18.75	37.50	45.00	37.50	29.17	30.00	31.25	16.67	25.00	12.50	24	20	16
3	43.75	*	0.00	25.00	*	22.22	18.75	*	50.00	12.50	*	27.78	16	*	18
4	*	22.22	*	*	33.33	*	*	18.52	*	*	25.93	*	*	27	*
5	*	30.77	33.33	*	30.77	33.33	*	38.46	16.67	*	0.00	16.67	*	13	18
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades	17.71	14.96	17.65	34.38	37.01	25.49	38.54	29.13	39.22	9.38	18.90	17.65	96	127	102

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	14.29	0.00	*	85.71	93.33	*	0.00	6.67	*	21	15	*
1	*	44.44	23.08	*	50.00	76.92	*	5.56	0.00	*	18	13
2	41.67	20.00	31.25	58.33	75.00	68.75	0.00	5.00	0.00	24	20	16
3	37.50	*	22.22	56.25	*	66.67	6.25	*	11.11	16	*	18
4	*	62.96	*	*	33.33	*	*	3.70	*	*	27	*
5	*	69.23	27.78	*	30.77	72.22	*	0.00	0.00	*	13	18
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades	32.29	42.52	30.39	64.58	53.54	65.69	3.13	3.94	3.92	96	127	102

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	19.05	6.67	*	80.95	80.00	*	0.00	13.33	*	21	15	*
1	*	27.78	15.38	*	61.11	76.92	*	11.11	7.69	*	18	13
2	33.33	30.00	62.50	66.67	65.00	31.25	0.00	5.00	6.25	24	20	16
3	43.75	*	55.56	56.25	*	44.44	0.00	*	0.00	16	*	18
4	*	74.07	*	*	25.93	*	*	0.00	*	*	27	*
5	*	84.62	88.89	*	15.38	11.11	*	0.00	0.00	*	13	18
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades	31.25	55.91	59.80	64.58	40.16	36.27	4.17	3.94	3.92	96	127	102

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	6.67	*	100.00	80.00	*	0.00	13.33	*	21	15	*
1	*	11.11	7.69	*	66.67	30.77	*	22.22	61.54	*	18	13
2	20.83	5.00	31.25	66.67	70.00	50.00	12.50	25.00	18.75	24	20	16
3	43.75	*	0.00	43.75	*	50.00	12.50	*	50.00	16	*	18
4	*	29.63	*	*	44.44	*	*	25.93	*	*	27	*
5	*	30.77	27.78	*	69.23	61.11	*	0.00	11.11	*	13	18
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades	19.79	23.02	19.61	70.83	57.94	52.94	9.38	19.05	27.45	96	126	102

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	61.90	6.67	*	33.33	60.00	*	4.76	33.33	*	21	15	*
1	*	0.00	0.00	*	72.22	76.92	*	27.78	23.08	*	18	13
2	16.67	15.00	18.75	66.67	60.00	75.00	16.67	25.00	6.25	24	20	16
3	56.25	*	11.11	37.50	*	83.33	6.25	*	5.56	16	*	18
4	*	18.52	*	*	62.96	*	*	18.52	*	*	27	*
5	*	23.08	38.89	*	76.92	50.00	*	0.00	11.11	*	13	18
6	*	*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades	38.54	16.54	21.57	53.13	66.93	70.59	8.33	16.54	7.84	96	127	102

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. Our ELPAC scores need to improve
2. With this being our second full year of K-8 onsite, we look forward to our newest scores
3. Emphasis must be on the students who scored a 1 as we want to support EL's so they do not become LTEL's as much as possible

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
791	34.6	14.9	0.1
Total Number of Students enrolled in Rio del Sol Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	118	14.9
Foster Youth	1	0.1
Homeless	12	1.5
Socioeconomically Disadvantaged	274	34.6
Students with Disabilities	62	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	2.4
American Indian	1	0.1
Asian	28	3.5
Filipino	51	6.4
Hispanic	527	66.6
Two or More Races	45	5.7
Pacific Islander	3	0.4
White	117	14.8

Conclusions based on this data:

1. Our enrollment has increased considerably this year now that we are fully K-8 all onsite
2. Our percentage of hispanic students still remains our largest percentage, however we are seeing a decrease in EL's
3. We still have room to grow the diversity of the school and continue to evaluate our enrollment process as a permit-based 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
English Language Arts 2 Low	Chronic Absenteeism 1 Very High	Suspension Rate 3 Medium
Mathematics 2 Low		
English Learner Progress 3 Medium		

Conclusions based on this data:

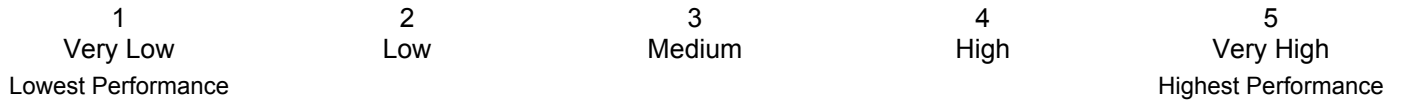
1. 2019 was our first year as a school so scores are not reported
2. We still have our proficiency rates in CAASPP from that year as they were 57.9% in ELA and 40.6% in Mathematics
3. Our data from this year will be our true baseline data as it is our first year as a fully K-8 school onsite

School and Student Performance Data

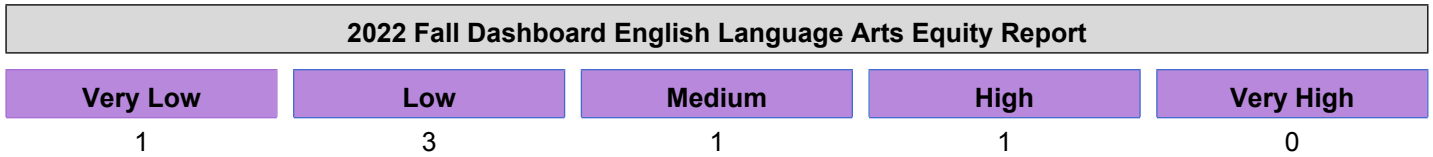
Academic Performance English Language Arts

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;">16.5 points below standard</td> </tr> <tr> <td style="text-align: center;">463 Students</td> </tr> </tbody> </table>	All Students	2 Low	16.5 points below standard	463 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;">41.8 points below standard</td> </tr> <tr> <td style="text-align: center;">92 Students</td> </tr> </tbody> </table>	English Learners	2 Low	41.8 points below standard	92 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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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0 No Performance Level</td> </tr> <tr> <td style="text-align: center;">9 Students</td> </tr> </tbody> </table>	Homeless	0 No Performance Level	9 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2 Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">43.1 points below standard</td> </tr> <tr> <td style="text-align: center;">182 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	2 Low	43.1 points below standard	182 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 Very Low</td> </tr> <tr style="background-color: #e6f2ff;"> <td style="text-align: center;">129.5 points below standard</td> </tr> <tr> <td style="text-align: center;">40 Students</td> </tr> </tbody> </table>	Students with Disabilities	1 Very Low	129.5 points below standard	40 Students
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Students with Disabilities													
1 Very Low													
129.5 points below standard													
40 Students													

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
0 No Performance Level 10 Students	0 No Performance Level 1 Student	0 No Performance Level 57.2 points above standard 16 Students	4 High 39.4 points above standard 30 Students
Hispanic	Two or More Races	Pacific Islander	White
2 Low 29.3 points below standard 323 Students	0 No Performance Level 21.6 points below standard 18 Students	0 No Performance Level 3 Students	3 Medium 8.8 points above standard 62 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
70.9 points below standard 60 Students	4.1 points above standard 33 Students	12.1 points below standard 337 Students

Conclusions based on this data:

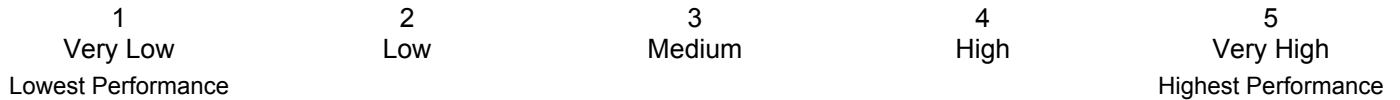
1. Data was not reported as it 2019 was our first year
2. We look forward to our 21-22 scores
3. Now that we are fully K-8 all onsite, we can evaluate the overall effectiveness of our school-wide model of STEAM with inquiry-based learning embedded

School and Student Performance Data

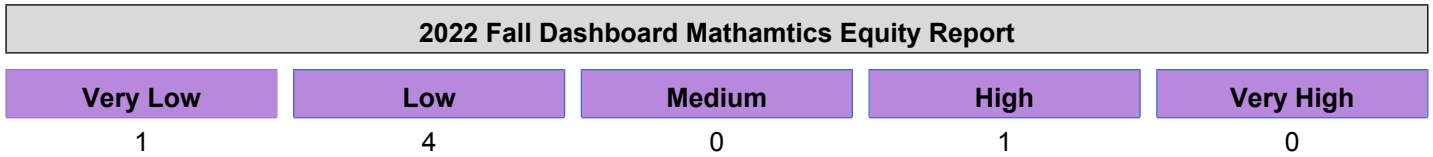
Academic Performance Mathematics

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;">51.8 points below standard</td> </tr> <tr> <td style="text-align: center;">458 Students</td> </tr> </tbody> </table>	All Students	2 Low	51.8 points below standard	458 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;">75.3 points below standard</td> </tr> <tr> <td style="text-align: center;">90 Students</td> </tr> </tbody> </table>	English Learners	2 Low	75.3 points below standard	90 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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Homeless													
0 No Performance Level													
9 Students													
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Students with Disabilities													
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148.6 points below standard													
40 Students													

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
0 No Performance Level 10 Students	0 No Performance Level 1 Student	0 No Performance Level 35.8 points above standard 16 Students	4 High 6.6 points above standard 30 Students
Hispanic	Two or More Races	Pacific Islander	White
2 Low 67.0 points below standard 322 Students	0 No Performance Level 62.4 points below standard 18 Students	0 No Performance Level 3 Students	2 Low 32.8 points below standard 63 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.5 points below standard 59 Students	54.8 points below standard 33 Students	50.4 points below standard 336 Students

Conclusions based on this data:

1. Similar to conclusion on our ELA data
2. Our math scores were far below ELA scores
3. As a STEAM model school, we need to have a grander emphasis on mathematics

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: 91 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
22	22	11	36

Conclusions based on this data:

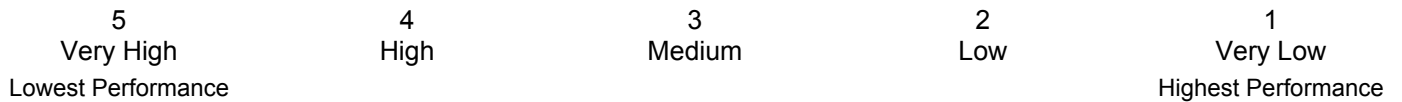
1. We are seeing a strong performance percentage on our progressed at least one level
2. Need to emphasize resources to support our students who did not increase a level
3. Percentage of decreasing a level is concerning but again this was our first year as a school

School and Student Performance Data

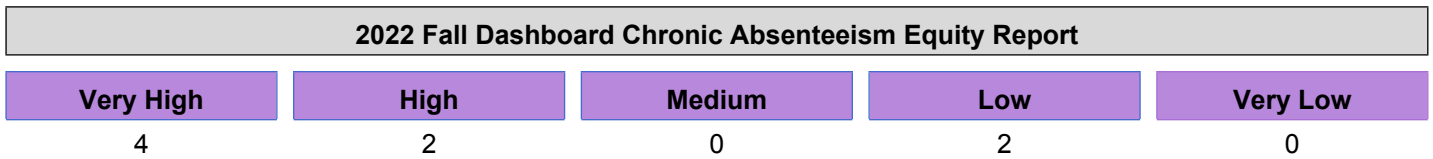
Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.



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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students 1 Very High 20.3% Chronically Absent 804 Students	English Learners 1 Very High 23.4% Chronically Absent 124 Students	Foster Youth 0 No Performance Level Less than 11 Students 1 Student
Homeless 0 No Performance Level 25% Chronically Absent 12 Students	Socioeconomically Disadvantaged 1 Very High 27.9% Chronically Absent 297 Students	Students with Disabilities 1 Very High 32% Chronically Absent 75 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
0 No Performance Level 20% Chronically Absent 20 Students	0 No Performance Level Less than 11 Students 2 Students	4 Low 3.3% Chronically Absent 30 Students	4 Low 3.9% Chronically Absent 51 Students
Hispanic	Two or More Races	Pacific Islander	White
1 Very High 25% Chronically Absent 535 Students	2 High 13.3% Chronically Absent 45 Students	0 No Performance Level Less than 11 Students 3 Students	2 High 13.6% Chronically Absent 118 Students

Conclusions based on this data:

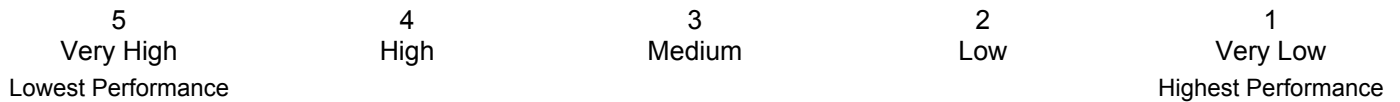
1. Our chronic absenteeism rate of 7.3% is high for a STEAM permit-based school
2. Need to improve the SARB process at Del Sol
3. Students with disabilities is our highest percentage, therefore we need to evaluate our IEPs and 504s to ensure we are meeting the needs of our students with disabilities

School and Student Performance Data

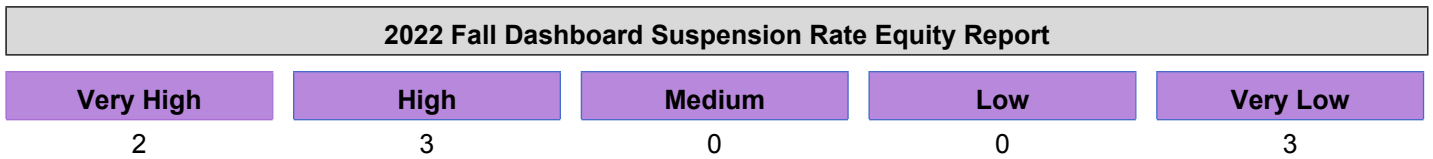
Conditions & Climate Suspension Rate

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

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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td>3 Medium</td> </tr> <tr style="background-color: #e6f2ff;"> <td>2.7% suspended at least one day</td> </tr> <tr> <td>813 Students</td> </tr> </tbody> </table>	All Students	3 Medium	2.7% suspended at least one day	813 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: #e6f2ff;"> <td>6.3% suspended at least one day</td> </tr> <tr> <td>126 Students</td> </tr> </tbody> </table>	English Learners	1 Very High	6.3% suspended at least one day	126 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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6.6% suspended at least one day														
76 Students														

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">0 No Performance Level 0% suspended at least one day 20 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 2 Students</p>	<p align="center">2 High 3.3% suspended at least one day 30 Students</p>	<p align="center">5 Very Low 0% suspended at least one day 51 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">2 High 3.9% suspended at least one day 543 Students</p>	<p align="center">5 Very Low 0% suspended at least one day 45 Students</p>	<p align="center">0 No Performance Level Less than 11 Students 3 Students</p>	<p align="center">5 Very Low 0% suspended at least one day 119 Students</p>

Conclusions based on this data:

1. Suspension Rates at Rio Del Sol have been low over the years
2. Suspension Rates at Rio Del Sol may be impacted a bit more with now being a fully K-8 all onsite school
3. Suspension Rates may have also been impacted by COVID

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

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

Goal 1

English-language Arts. For the 2018-2019 school year, the percentage of students meeting/exceeding proficiency was 57.94%.

Our Goal #1 is to increase our CAASPP proficiency rates to 65% as measured by the results of the 2023 CAASPP assessment. .

Identified Need

The overall percentage of met or exceeded on the CAASPP ELA for the 2018-2019 school year was 57.94% . This year is the second time 3rd-8th grade students will take the CAASPP after having a full year of K-8 all onsite, thus establishing a baseline for performance achievement. Two years ago, during 2019-2020 academic year, the CAASPP was not administered due to COVID-19 school closures. Last year it was impacted by COVID again.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	In 2019 57.94% of 3rd-6th graders earned a score of 3 or 4.	65% of 3rd-8th graders will earn a score of 3 or 4.
CAASPP ELA EL subgroup	In 2019 40.20% of 3rd-8th graders earned a score of 3 or 4.	55% of 3rd-8th graders will earn a score of 3 or 4.

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

School will provide professional development for literacy in all subject areas and continue to support and align to the 5Cs characteristics (Collaborating, Critical Thinking, Creating, Communicating and Caring) of engaging students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4500

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

After School New Teacher Support Program to support Intern, Probationary I and Probationary II teachers in all subject areas

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7000

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Grades 3-8 Students

Strategy/Activity

After School Teacher Grade Level Collaboration for IABs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5500

Source(s)

LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8000

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent involvement; Translation support and meeting supplies for monthly parent involvements opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4500

LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7500

LCFF

[Redacted]

[Redacted]

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School based counseling support; progress monitoring and SEL supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3500

Source(s)

LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development for teachers to define standards-based approaches to Rio Del Sol's Transdisciplinary practices that cut across and harness the STEAM disciplines.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Funded a fully operational library program with a full-time library clerk and the purchase of more literature for students funded by the district.

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)

7000

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

In review, the effectiveness of implementing the previous goal was impacted by virtual and hybrid learning due to the COVID-19 pandemic, therefore this year's data will play a significant role in laying the foundation and analyzing growth for our school

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 school exceeded the proposed budget last year and implementation was impacted by COVID. This year the focus is to remain on budget and analyze the budget on a weekly basis.

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

The proposed changes to support achieving Goal 1 for the 2021022 school year is Monitoring of data more consistency, academic support and more teacher support. Through the implementation of the proposed changes, we will achieve the increase in percentage needed to achieve Goal 1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

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

Goal 2

For the 2018–19 school year, the percentage of students meeting/exceeding proficiency on the Math CAASPP was 40.59% . Math goals and expectations will continue to support and align instructional practices that will increase student depth of knowledge in math. CAASPP mathematical performance measurements have been impacted by COVID over the past two school years. This year our goal is to build off of Spring 2019 scores and utilize this year as our true base year now that we are a fully K-8 STEAM school with 800 students all onsite. Our goal #2 is to Increase mathematics proficiency rate on CAASPP to 55% as measured by the 2023 Spring CAASPP assessment.

Identified Need

RDS CAASPP scores represent individual student performance from their previous schools within and outside of the District. Supporting student growth in math will support our goal of 55% of all students meeting or exceeding math expectations on the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	40.59% of 3rd-6th graders earned a score of 3 or 4.	55% of 3rd-8th graders will earn a score of 3 or 4.
CAASPP Math EL Subgroup	30.22% of 3rd-6th graders earned a score of 3 or 4.	45% of 3rd-8th of English Language Learner students will earn a score of 3 or 4.

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 will receive integrated mathematical practices and support

Strategy/Activity

Daily Integration of mathematical practices rooted in inquiry-based learning and STEAM

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)

4200

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in Grades 3-8

Strategy/Activity

Trimester IABs to analyze and provide as benchmarks on student performance

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)

1500

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students and Teachers

Strategy/Activity

Purchase of ST Math Learning Software paid by district

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)

5500

Source(s)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

Monthly IPT Marathons to support students who are not performing well in math

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4500

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students and Teachers

Strategy/Activity

Use of Math TOSA to provide mathematical support and professional development for teachers

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)

0

Source(s)

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Grades 6th - 8th students

Strategy/Activity

After School Tutoring in math for students who need additional support

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)

4500

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students and Teachers

Strategy/Activity

District Math Walkthroughs to gain an in depth overview of mathematical practices throughout the district

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)

0

District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students in Grades K-2

Strategy/Activity

Benchmark Math Assessments in lower grades

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)

2333

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Summer Institute

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)
2500	District Funded
688	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Goal 2 was not achieved during the 2020-2021 school year. However, COVID-19 causing the virtual and then hybrid model impacted learning and academic performance in achieving the desired proficiency rate.

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

During the 2020-2021 school year, Rio Del Sol went over budget in an effort to achieve the goal. Throughout the 2021-2022 school year, we will focus on monitoring the budget on a weekly basis.

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

There are a number of changes being implemented to achieve Rio Del Sol's Goal #2. With the implementation of IAB benchmarks throughout the year, integrated Math TOSA, use of learning softwares, after school professional development and PLT days, we look forward to achieve the desired proficiency rate for Goal #2.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Learners Performance and reclassification

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

Rio Del Sol's goal #3 is to increase the number of students who go up at least one level on the ELAPC assessment to 75% as measured by the Spring 2023 state ELPAC assessment.

Our goal is to increase on the 2019 ELPAC performance as the last two years were impacted by COVID. 2019's ELPAC performance levels were as follows:

Level 4: 27.08%
Level 3: 43.75%
Level 2: 28.13%
Level 1: 1.04%

This goal is relevant as we have a significant population of English Language Learners with linguistic and academic needs, whose success is our goal.

Identified Need

The percentage of students at each performance level based on ELPAC in 2019 was:

Level 4: 27.08%
Level 3: 43.75%
Level 2: 28.13%
Level 1: 1.04%

CAASPP EL subgroup performance levels in ELA: meeting or exceeding is 40.20%. Increasing the number of students in the met/exceeding performance band by 5% will help us reach a 55.% goal.

CAASPP EL subgroup performance levels in Math: meeting or exceeding is 30.22%. Increasing the number of students in the met/exceeding performance band by 5% will help us reach a 45% goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	18% & 72%	22% & 76%
CAASPP ELA EL subgroup	39.1%	55%
CAASPP Math EL subgroup	30.4%	45%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners and Low socio-economic

Strategy/Activity

Support effective integration of ELA standards and literacy through Science, Math, Social Studies and the arts. Provide professional development and supplemental materials for classroom use. Ex. CRLP/Reading Results, ELD, NGSS, ST-Math, Kindergarten Conference, workshops, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

A school-wide targeted intervention program to address the reading accuracy, fluency and comprehension needs of struggling readers and English learners as measured by district benchmark assessments will be monitored on a regular basis. Plan and calendar 6-8 week Response to Intervention via Intervention Progress Team to support K-8th students and teachers.

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

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

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)

1500

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

For our long-term English Learners (LTELs), we have designated ELD instruction, tutoring, and supplemental ELD online and physical materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5500

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2 Site EL coordinators

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)

3000

Source(s)

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

Professional Development for teachers with LTELs to support them to advance to proficient level

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)

2500

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.

Throughout the 2020-2021 school year, the strategies we were focused on implementing were impacted by COVID-19.

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

For the 2021-2022 school year, we look forward to implementing the strategies in a more authentic and organic matter now that we are fully K-8 all on site.

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.

After analyzing 2020-2021 goal #3, Rio Del Sol sees a need for more emphasis on supporting LTEL students in an effort to support students in being successful academically.

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

Attendance

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

2018-2019 was our first year for our school. We do not yet have a Dashboard student data. However, District attendance data shows 96.6%. With 2018-2019 being the last time we have a full school year onsite, we are using it as our benchmark but this year will become our true benchmark moving forward since we are now a fully K-8 school onsite. Our goal is to increase our student average daily attendance rate to 97% as measured by monthly attendance rates throughout the 2022-2023 school year.

Identified Need

Rio del Sol is a school of choice. Given feedback from multiple stakeholders, families appreciate the school, its teachers and leadership, and that goodwill serves to maintain positive learning habits among students for them to want to attend class.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 CDE Dashboard chronic absenteeism indicator	96.6%	97.3%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Connect with families every day in an effort to support student attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Check on student absences with personal phone calls when student exceeds 5 absences for the year

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)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create a fully functioning SART and SARB process at Rio Del Sol to support and address chronic absenteeism rates

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)

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

Strategy/Activity

Use of daily counseling services to check on the well-being of students and integration of SEL curriculums and supports within the learning environment

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)

LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Being the first full year of having a middle school onsite, strategies have not been fully implemented during the past three years. We look forward to implementing all the desired strategies during the 2021-2022 school year.

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

Rio Del Sol did not experience any major differences between intended implementation and budgeted expenditures.

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

The Rio Del Sol team is focusing on being more engaged in the SART and SARB process for the 2021-2022 school year as this has not been a focus in the past.

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

Suspension Rates and Student Well-Being

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 5

Since we do not have a benchmark dataset for last year yet, we are focusing on decreasing the number of student referrals from Trimester 1 to Trimester 2 and on to Trimester 3 by 15% each trimester building on the prior. This in turn will support decreasing the Rio Del Sol suspension rate for the 2022-2023 school year by 15%.

Identified Need

We see a need to support the student well-being and the social/emotional needs of our students. Trimester 1 saw a total of 81 student referrals and 7 suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Trimester Student Referrals and Suspensions	Baseline is Trimester one since we do not have a dashboard benchmark	15% decrease in Student Referrals and Student Suspensions in Trimester 2 and 3

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Embedding of Social and Emotional Learning into all classrooms with the use of best practices and Caring Schools Community Curriculum

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)

District Funded

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

Daily Counseling Services to support student well-being and provide outlets for students who are experiencing mental ailments

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)

0

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Grade Level Lunch groups every 2 weeks to support students who are struggling with making positive choices

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)

2500

Source(s)

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Use of Counseling Intern to be able to support more students throughout the day

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

6th - 8th Grade Students

Strategy/Activity

Creating middle school sports teams to provide more outlets for students and support their well-being

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

6th - 8th Grade Students

Strategy/Activity

Creating more middle school events to provide our middle school students with a more traditional middle school experience

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

LCFF

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.

This is a new goal with the returning of students from school closures in 19-20 and 20-21. We look forward to the implementation of the goal and supporting the well-being of all students at Rio Del Sol.

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

Goal #5 is a new goal for the 2021-2022 school year, therefore previous analysis has not been met.

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

Rio Del Sol's Goal #5 is a new goal that has been implemented for the 2021-2022 school year. We feel this is an important goal in supporting the well-being of all students and needed to be implemented this year.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$148,221.00

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	\$74,533.00

Subtotal of additional federal funds included for this school: \$74,533.00

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 (\$)
	\$0.00
District Funded	\$33,000.00
LCFF	\$40,688.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$73,688.00

Total of federal, state, and/or local funds for this school: \$148,221.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

Funding Source	Amount
	0.00
District Funded	33,000.00
LCFF	40,688.00
None Specified	0.00
Title I	74,533.00

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Budget Reference	Funding Source	Amount
		0.00
	District Funded	33,000.00
	LCFF	40,688.00
	None Specified	0.00
	Title I	74,533.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	65,000.00
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Goal 2	25,721.00
Goal 3	26,000.00
Goal 4	4,000.00
Goal 5	27,500.00

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

Name of Members	Role
Ryan Emery	Principal
Margarita Mosqueda	
Alex Wheadon	Other School Staff
Yamilex Chavez	Classroom Teacher
Omar Espinoza	Classroom Teacher
Arianah Lopez	Classroom Teacher
Carolyn Kaneko	Parent or Community Member
Stephanie Towner	Parent or Community Member
Kari Kubanet	Parent or Community Member
Robert Richey	
Ruby Hernandez	Parent or Community Member
Hannah Murphy	Parent or Community Member
Nakia Rohde	Parent or Community Member
Ellery Cushing	Classroom Teacher
Phaedra Lam	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 January 3rd, 2022.

Attested:



Principal, Dr. Ryan Emery on May 3rd, 2022

SSC Chairperson, Stephanie Towner on