

# 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
Rios Elementary	37-67991-6037733	May 24, 2019	July 30, 2019

## 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)

Additional Targeted Support and Improvement

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.

Rios has been identified by the California Dashboard as "Red" in the following categories:  
Suspension Rate of Students with Disabilities  
Chronic Absenteeism of Students who are Socioeconomically Disadvantaged  
Chronic Absenteeism of with Disabilities

In order to improve upon these categories, Rios will be adding additional counselor support for students' social and emotional needs, rolling out a schoolwide PBIS program, encouraging attendance through parent meetings and positive student incentives. It is important to note that Rios Elementary houses the East County SELPA Day Treatment Level of Support for students with Disabilities who need a secure separate setting. This group of students with unique needs has an impact on Rios Elementary's overall Dashboard Results.

The overall academic performance of Rios is at the orange level for both English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Rios will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts needs of all students across the curriculum Rios will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and

literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high-quality professional development and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school-wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Stakeholder Involvement ..... 3
- Resource Inequities ..... 5
- School and Student Performance Data ..... 6
  - Student Enrollment..... 6
  - CAASPP Results..... 8
  - ELPAC Results ..... 13
  - Overall Performance ..... 15
  - Academic Performance ..... 16
  - Academic Engagement ..... 22
  - Conditions & Climate..... 24
- Goals, Strategies, & Proposed Expenditures..... 26
  - Goal 1..... 26
  - Goal 2..... 31
  - Goal 3..... 34
  - Goal 4..... 38
- Budget Summary ..... 40
  - Budget Summary ..... 40
  - Other Federal, State, and Local Funds ..... 40
- Budgeted Funds and Expenditures in this Plan ..... 41
  - Funds Budgeted to the School by Funding Source..... 41
  - Expenditures by Funding Source ..... 41
  - Expenditures by Budget Reference ..... 41
  - Expenditures by Budget Reference and Funding Source ..... 41
  - Expenditures by Goal ..... 42
- School Site Council Membership ..... 43

## Stakeholder 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

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions

and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on March 26, 2019 was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 24, 2019 was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on May 6, 2019 was the accumulating input meeting.

The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success

through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4. A Title I meeting: This meeting was held on September 20, 2019 and information was shared with SSC as they developed and approved the SPSA.

This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Rios Elementary School has increased in its enrollment over the past 4 years. By doing so Rios is serving a more diverse population of students with higher needs in academic and social settings. In review of all data and metrics of Rios Elementary students English Language Learners, Students with Disabilities and Socioeconomically Disadvantaged students need increased supports to meet their peers at standard. Rios Elementary students need to reduce their chronic absenteeism and suspension rates by increasing the positive school climate. Rios Elementary Students need additional supports to improve upon their academics and EL reclassification students need differentiated support to fill gaps in learning. Rios Elementary currently accesses the parents and community stakeholders, and will continue to do so to support the whole student within their community.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	0.28%	0.29%		1	1
African American	4.1%	6.13%	4.06%	13	22	14
Asian	1.3%	1.39%	0.87%	4	5	3
Filipino	0.3%	0.28%	%	1	1	
Hispanic/Latino	38.5%	37.05%	41.45%	122	133	143
Pacific Islander	1.0%	0.84%	0.87%	3	3	3
White	50.8%	49.86%	47.83%	161	179	165
Multiple/No Response	1.6%	1.95%	2.03%	5	7	7
<b>Total Enrollment</b>				317	359	345

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	66	65	48
Grade 1	49	64	54
Grade 2	45	55	65
Grade3	54	58	54
Grade 4	50	58	62
Grade 5	53	59	62
<b>Total Enrollment</b>	317	359	345

### Conclusions based on this data:

1. Rios Elementary School has had consistent increases in enrollment over the last three school years.
2. With increased enrollment the diverse make-up of the school's population has increased as shown by higher percentage increases of minority student groups.
3. Caucasian students have seen a steady increase in enrollment, however compared to the whole population the percentage of Caucasian students is decreasing.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	88	85	89	27.8%	23.7%	25.8%
Fluent English Proficient (FEP)	14	20	15	4.4%	5.6%	4.3%
Reclassified Fluent English Proficient (RFEP)	6	12	3	9.5%	13.6%	3.5%

### Conclusions based on this data:

1. Over the three year time span the percent of students who are English Learners remains at approximately 23.0%.
2. Over the three years the number of students who are Fluent English Proficient (FEP) students has increase and the percentage of FEP students is increasing.
3. Over the three year s Reclassified Fluent English Proficient (RFEP) students has increase from 9 students to 12 students, This has remained at approximately 13% of students.

# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56		54	47		53	47		53	83.9		98.1
Grade 4	50		60	47		59	47		59	94		98.3
Grade 5	61		61	56		61	56		61	91.8		100
All Grades	167		175	150		173	150		173	89.8		98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2386.		2396.	21.28		15.09	19.15		18.87	8.51		28.30	51.06		37.74
Grade 4	2435.		2434.	17.02		16.95	21.28		28.81	14.89		15.25	46.81		38.98
Grade 5	2425.		2423.	5.36		8.20	17.86		18.03	19.64		13.11	57.14		60.66
All Grades	N/A	N/A	N/A	14.00		13.29	19.33		21.97	14.67		18.50	52.00		46.24

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	21.28		16.98	29.79		41.51	48.94		41.51	
Grade 4	19.15		13.56	42.55		45.76	38.30		40.68	
Grade 5	7.14		11.48	33.93		29.51	58.93		59.02	
All Grades	15.33		13.87	35.33		38.73	49.33		47.40	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.66		9.43	19.15		52.83	53.19		37.74
Grade 4	21.28		20.34	38.30		40.68	40.43		38.98
Grade 5	16.07		11.48	32.14		32.79	51.79		55.74
All Grades	21.33		13.87	30.00		41.62	48.67		44.51



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.77		13.21	59.57		64.15	27.66		22.64
Grade 4	17.02		13.56	61.70		61.02	21.28		25.42
Grade 5	7.14		8.20	57.14		45.90	35.71		45.90
All Grades	12.00		11.56	59.33		56.65	28.67		31.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.15		11.32	44.68		54.72	36.17		33.96
Grade 4	8.51		27.12	48.94		35.59	42.55		37.29
Grade 5	8.93		11.48	39.29		37.70	51.79		50.82
All Grades	12.00		16.76	44.00		42.20	44.00		41.04

**Conclusions based on this data:**

1. In May 2017, Rios Elementary School 3rd through 5th grade students were administered the online Smarter Balance Assessment through the California Assessment of Student Performance and Progress. (CAASPP) The initial results are from the May 2016 assessments should be considered as a comparison year from which all future assessment results should be compared. Overall achievement results in ELA indicate that there was an "All Grades" participation rate of 89.8%. In terms of number of students, there were sixteen students who did not participate in the assessment and did not receive scores. The Participation Rate for Rios decreased and effort will be made during the May 2018 administration of the CAASPP to ensure an increase in the percentage rate. According to the data, 48% of the students in 3rd through 5th grade Exceeded/Met/Nearly Met Standards and 52% Did Not Meet Standard. Specific grade level results for 3rd, 4th, and 5th grade are 49%, 53%, and 43% respectfully. It is important to mention that the percentage of students who did not meet standard for 3rd, 4th, and 5th grade are 51%, 47% and 57%. One critical goal for Rios will be to decrease the percent of students who did not meet standard and increase the percent of students who are meeting standards. Careful analysis of the Clusters for ELA indicate that Reading and Writing are the two areas of relative weakness and Listening and Research/Inquiring are areas of relative strength across grade levels.
2. After careful analysis of the CAASPP ELA report, a relative weakness area for Rios students is Writing- Producing clear and purposeful writing. The percent of students Below Standard are 53%, 40%, and 51% in 3rd, 4th and 5th grade. As a school, Rios has continued to implement the new writing program during the 2017 - 2018 school year. The program implemented is the Columbia Teacher's College Writing- Units of Study- (Lucy Calkins). During the 2016 - 2017 school year teachers received professional development and will continue to integrate the writing strategies into the daily instructional program. In addition, teachers and principal will continue to integrate writing throughout the curriculum and create lessons to improve written expression. Students in kindergarten through fifth grade will have the opportunity to demonstrate proficiency in informational, opinion, and narrative writing each trimester. Student work samples will be analyzed each trimester and professional development for teachers and principal will continue into the 2018 - 2019 school year.
3. Continuing with the analysis of the ELA CAASPP data the second relative weakness for Rios students is in the area of Reading- Demonstrating Understanding of Literary and Non-Fictional Texts. The percent of students Below Standard are 48%, 38% and 58% in 3rd, 4th, and 5th grade. During the 2017 - 2018 school year, classroom teachers increased opportunities for students to read non-fictional text and provide written responses. Science and social studies/history was integrated into the language arts program along with literary text. In addition, computer science programs such as Scratch and Minecraft modding was embedded into social studies/history and science curriculum to increase student engagement. The World of Work curriculum was also introduced to Rios students providing them with engaging topics to enhance non-fictional reading and reading comprehension. Rios first grade through fifth grade students also weekly instruction/lessons through the non-fictional periodical "Time For Kids." During the 2018 -2019 school year, Rios teachers will participate in the District language arts adoption for the new

Language Arts curriculum. With the use of technology, Rios will be providing additional online personalized programs for our TK - 5th grade students via Achieve 3000, Smarty Ants and KidBiz. Rios teachers and principal will be attending professional development in the implementation, data analyzes, and small group instruction available through Achieve 300.

# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56		54	50		53	50		53	89.3		98.1
Grade 4	50		61	49		59	49		59	98		96.7
Grade 5	61		61	59		61	59		61	96.7		100
All Grades	167		176	158		173	158		173	94.6		98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2395.		2401.	18.00		15.09	12.00		22.64	20.00		18.87	50.00		43.40
Grade 4	2441.		2439.	6.12		16.95	24.49		23.73	30.61		20.34	38.78		38.98
Grade 5	2406.		2444.	3.39		11.48	5.08		9.84	22.03		16.39	69.49		62.30
All Grades	N/A	N/A	N/A	8.86		14.45	13.29		18.50	24.05		18.50	53.80		48.55

Concepts & Procedures Applying mathematical concepts and procedures																		
Grade Level	% Above Standard			% At or Near Standard			% Below Standard											
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19									
Grade 3			24.00			21.15			26.00			32.69			50.00			46.15
Grade 4			14.29			25.42			30.61			27.12			55.10			47.46
Grade 5			5.08			13.11			23.73			18.03			71.19			68.85
All Grades			13.92			19.77			26.58			25.58			59.49			54.65

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											
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19									
Grade 3			18.00			21.15			34.00			34.62			48.00			44.23
Grade 4			14.29			18.64			40.82			35.59			44.90			45.76
Grade 5			3.39			9.84			28.81			29.51			67.80			60.66
All Grades			11.39			16.28			34.18			33.14			54.43			50.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.00		28.85	38.00		36.54	40.00		34.62
Grade 4	12.24		15.25	55.10		42.37	32.65		42.37
Grade 5	3.39		13.11	32.20		29.51	64.41		57.38
All Grades	12.03		18.60	41.14		36.05	46.84		45.35

**Conclusions based on this data:**

- In May 2017, Rios Elementary School 3rd through 5th grade students were administered the online Smarter Balance Assessment through the California Assessment of Student Performance and Progress. (CAASPP) The initial results are from the May 2016 assessments should be considered as the comparison year from which all future assessment results should be compared. Overall achievement results in Math indicate that there was an "All Grades" participation rate of 94.6% In terms of number of students, there were eleven students who did not participate in the assessment and did not receive scores. The Participation Rate for Rios decreased and effort will be made during the May 2018 administration of the CAASPP to ensure an increase in the percentage rate. According to the data, 46% of the students in 3rd through 5th grade Exceeded/Met/Nearly Met Standards and 54% Did Not Meet Standard. Specific grade level results for students Exceeding/Met/Nearly Met standards for 3rd, 4th, and 5th grade are 50%, 62%, and 31% respectively. It is important to mention that the percentage of students who did not meet standard for 3rd, 4th, and 5th grade are 36%, 46% and 34%. One critical goal for Rios will be to decrease the percent of students who did not meet standard. Careful analysis of the Clusters for Math CAASPP results indicate that Concepts and Procedures- Applying mathematical concepts and procedures and Problem Solving and Modeling/Data Analysis- Using Appropriate tools and strategies to solve real world and mathematical problems were the two areas of relative weakness and Communicating Reasoning- Demonstrate ability to support mathematical conclusions is an area of relative strength across grade levels.
- After careful analysis of the CAASPP Math report, a relative weakness area for Rios students is Concepts and Procedures- Applying mathematical concepts and procedures The percent of students Below Standard are 50%, 55%, and 71% in 3rd, 4th and 5th grade. As a school, Rios has implemented a new math program during the 2015 - 2016 school year and continued through the 2017 - 2018 school year. The program implemented is the Go Math Program and this is the third year of implementation. The "Go Math!" program is aligned to Common Core Standards and provides an online component, which is aligned to the CAASPP format. During the 2016 -2017 school year, teachers received professional development and continued to integrate the math lessons into the daily instructional program. In addition, teachers and principal will collaborate and review student work samples each trimester and provide lessons to improve student proficiency. Professional development for teachers and principal will continue into the 2018 - 2019 school year.
- Continuing with the analysis of the Math CAASPP data the second relative weakness for Rios students is in the area of Problem Solving and Modeling/Data Analysis- Using Appropriate tools and strategies to solve real world and mathematical problems. The percent of students Below Standard are 48%, 44% and 67% in 3rd, 4th, and 5th grade. During the 2017 - 2018 school year, classroom teachers increased opportunities for students to daily practice using problem-solving strategies and provide written responses. In addition, computer science skills and concepts were integrated into math and science curriculum to increase student level of understanding. During the 2018 -2019 school year, Rios teachers will collaborate to align the Go Math curriculum to specific concepts in science and computer science. Additionally, teachers and principal will continue to develop grade level alignment of the Go Math Program, ST Math objectives and the Student Progress Report. Teachers and principal will also provide students math intervention support for math foundational skill development.

# 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1444.8		1458.5		1412.8		16	
Grade 1	1442.9		1441.1		1444.2		14	
Grade 2	*		*		*		*	
Grade 3	1503.6		1507.3		1499.4		14	
Grade 4	1492.5		1489.6		1494.8		13	
Grade 5	1508.5		1512.4		1504.1		15	
All Grades							82	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	34.15		37.80		*		15.85		82	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	52.44		23.17		*		*		82	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	20.73		23.17		31.71		24.39		82	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	93.75				*		16		
All Grades	58.54		30.49		*		82		

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	73.33		*		*		15	
All Grades	53.66		28.05		18.29		82	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		68.75		*		16	
All Grades	21.95		51.22		26.83		82	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*		78.57		*		14	
All Grades	28.05		51.22		20.73		82	






**Conclusions based on this data:**

1. With 82 students being tested for ELPAC over grades kinder - Fifth grade our sub groups are very small in the number of individual students. For overall language the largest group of students falls in Level 3. Where 13 students are in Level 1 representing students that need intense English Language acquisition lessons.
2. Students are very strong in oral language with the majority of students falling in Level 4. No students fell at Level 1 or 2.
3. In written language the majority of students fell in Level 2. This shows a need for increased focus in writing.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b> No Performance Color	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	
<b>English Learner Progress</b>  No Performance Color		
<b>College/Career</b> No Performance Color		

#### Conclusions based on this data:

1. In academic areas English Language Arts students at Rios fell in the Orange area, in 2018-19 we have added a new ELA curriculum from National Geographic: Reach. For Math in the Yellow area students continue to work with Harcourt's Think Central and the Math Framework.
2. In the Chronic Absenteeism category Rios is in the orange category, this year Rios has offered absence make ups through Saturday School, Absence Meetings with our principal and counselor, and Absentee Contracts for students who continue to have absences. We have worked in 2018-19 to improve on our Absentee rates.
3. In the Suspension Rate category Rios is at an orange level. This is largely contributed to by Rios housing the East County SELPA Day Treatment Level of Special Education support with 18 students who have extreme emotional disregularity. This program will move off the Rios campus in the 2019-20 school year. Additionally, more PBIS measures are being added to support all students at Rios with behavior management.

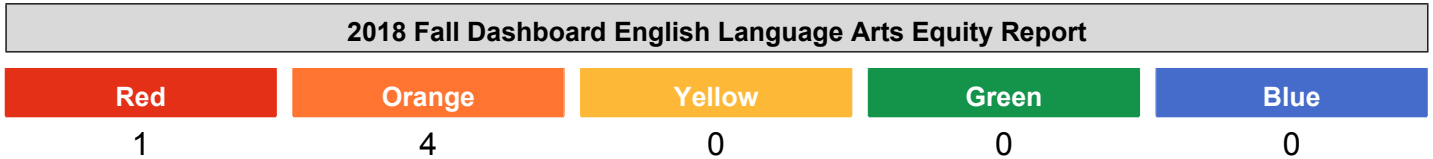
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 47.8 points below standard Maintained 2.5 points 156 students	<p><b>English Learners</b></p>  Red 76 points below standard Declined -11.3 points 52 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 65.8 points below standard Declined -15.5 points 109 students	<p><b>Students with Disabilities</b></p>  Orange 91.3 points below standard Increased 29.6 points 39 students



**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 76.9 points below standard Increased 10.7 points 58 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 27.2 points below standard Declined -3.9 points 81 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
114.8 points below standard Maintained -2.1 points 40 students	53.2 points above standard Increased 27.6 points 12 students	35 points below standard Increased 9.1 points 102 students

**Conclusions based on this data:**

- For the 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group Rios maintained at Orange while English Learners and Socioeconomically Disadvantaged students decrease. Students with Disabilities increased 29.6 points.
- For 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity Caucasian students decreased by a small amount 3.9 points, while Hispanic students increased by 10.7 points. Both groups remain below standard.
- For 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners all groups maintained points or increased. This includes the Reclassified English Learners who increased 27.6 points.

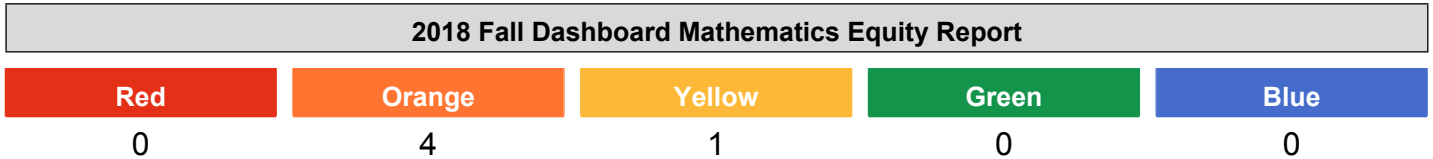
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 54 points below standard Increased 5.8 points 156 students	<p><b>English Learners</b></p>  Orange 78 points below standard Declined -12.3 points 52 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 70.9 points below standard Declined -11.1 points 109 students	<p><b>Students with Disabilities</b></p>  Orange 100.7 points below standard Increased 10.1 points 39 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e0e0e0; padding: 2px;">75.6 points below standard</span> Increased 14.4 points 58 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange <span style="background-color: #e0e0e0; padding: 2px;">35.8 points below standard</span> Maintained 2.2 points 81 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e0e0e0; padding: 2px;">112.3 points below standard</span> Declined -10.1 points 40 students	<span style="background-color: #e0e0e0; padding: 2px;">36.6 points above standard</span> Increased 33.3 points 12 students	<span style="background-color: #e0e0e0; padding: 2px;">42.6 points below standard</span> Increased 14.7 points 102 students

#### Conclusions based on this data:

1. For 2018 Fall Dashboard Mathematics Performance for All Students/Student Group all students increased by 5.8 points, English Learners decreased by 12.3 points, Socioeconomically Disadvantaged students decreased by 11.1 points and Special Education Students increased by 10.1 points.
2. For 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity Hispanic students increase 14.4 points and the Caucasian students maintained by 2.2 points. All other groups had less than 11 students.
3. For 2018 Fall Dashboard Mathematics Data Comparisons for English Learners, English Learners declined by 10.1 points and are 112.3 points below standards. Reclassified students increased by 33.3 points to 36.6 points ABOVE standard. English only students increased by 14.7 points to 42,6 points below standard. Additional support is needed for Current English Learners.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
82	34.1%	37.8%	12.2%	15.9%

### Conclusions based on this data:

1. There are 82 English Learners at Rios Elementary out of 345 students at Rios.
2. Of the 82 English Learners at Rios Elementary most are at Level 3 and 4. With an increased push in language acquisition students could move quickly to the reclassified categories.
3. 15.9% of the 82 EL students are Level 1 at the Beginning Stage of Language Development. 12.2% of students are at Level 2 Somewhat Developed of Language Development. Both of these categories of students require additional intervention to support their language acquisition.

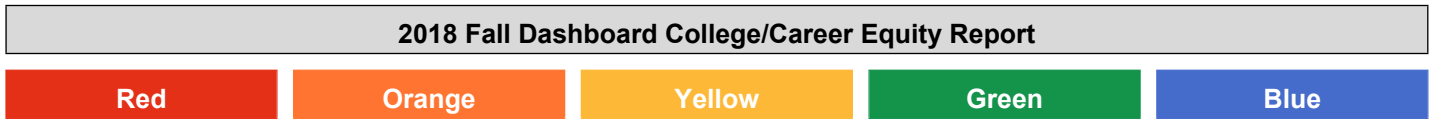
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
No Performance Color		
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>

2018 Fall Dashboard College/Career by Race/Ethnicity			
<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

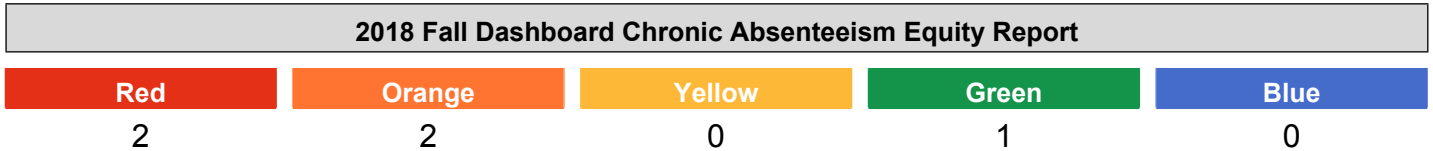
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 13.6% chronically absent Increased 2.5% 398 students	<p><b>English Learners</b></p>  Green 6.7% chronically absent Declined 1.9% 90 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p><b>Socioeconomically Disadvantaged</b></p>  Red 16.2% chronically absent Increased 6.1% 266 students	<p><b>Students with Disabilities</b></p>  Red 21.8% chronically absent Increased 3.1% 87 students

**2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 23.1% chronically absent Increased 7.7% 26 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.5% chronically absent Increased 0.8% 148 students	 No Performance Color 21.1% chronically absent Increased 21.1% 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Orange 12.8% chronically absent Increased 1.8% 195 students

**Conclusions based on this data:**

- For 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group data for 398 Rios students we have seen an increase of 2.5% placing 13.8% of all students chronically absent. EL students have decreased their absenteeism by 1.9% placing them at 6.7% chronically absent. Socioeconomically Disadvantaged students increased 6.1% placing them at 16.2% of the 266 students with chronic absenteeism. Students with Disabilities increased 3.1% leaving the 87 students with disabilities at 21.8% chronically absent.
- Socioeconomically Disadvantaged students and Students with Disabilities have both placed in the red areas on the dashboard, while the whole group of students places in the orange category. English Learners had decreased their already low absenteeism and landed in the green category.
- For 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity Both Caucasian and Hispanic students increase in chronic absenteeism landing in the Orange category. Groups to look out for are the students of Two or More Races which increased by 21.1% and African American students who increased by 7.7%.

# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.









2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	1	0

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 4.6% suspended at least once Increased 0.7% 417 students	<p><b>English Learners</b></p>  Green 1.1% suspended at least once Declined -2.5% 93 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 5 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 1 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 5.8% suspended at least once Increased 1.6% 278 students	<p><b>Students with Disabilities</b></p>  Red 12.1% suspended at least once Increased 0.6% 91 students



### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 11.1% suspended at least once Increased 7.3% 27 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.9% suspended at least once Declined -0.4% 153 students	 No Performance Color 4.5% suspended at least once Increased 4.5% 22 students	 No Performance Color Less than 11 Students - Data 3 students	 Orange 4.4% suspended at least once Increased 0.3% 205 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.1% suspended at least once	3.9% suspended at least once	4.6% suspended at least once

**Conclusions based on this data:**

1. For 2018 Fall Dashboard Suspension Rate for All Students/Student Group Rios landed in Orange with 4.6% of students suspended. English Learners landed in Green with a 2.5% decrease in suspensions resulting in 1.1% of the English Learners being suspended.
2. Students with Disabilities landed in the Red category with 12.1% of students having been suspended. This is largely due to the East County SELPA Day Treatment program housed at Rios with students who are severely emotionally disregulated and in a separate setting for their day. This program will not be at Rios in 19-20 and in the years to come I foresee suspension rates among students with disabilities improving.
3. For 2018 Fall Dashboard Suspension Rate by Race/Ethnicity Hispanic students landed in Yellow with a slight decrease of 0.4% to be 3.9% of students suspended. Caucasian students saw a slight increase of 0.3% resulting in 4.4% of Caucasian students suspended at least once. Year by year data shows an increase in suspensions to 4.6% of students suspended at least once.

# 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

Access to, and progress in, core academic standards

## LEA/LCAP Goal

All students have access to a broad range of educational programs to pursue areas of interest as they prepare for college and career success.

## Goal 1

Rios Elementary School students will have access to high-quality teachers and a broad range of educational programs as they prepare for college and career readiness and future success. Students will be provided personalized instruction in Core Academic areas to target each student's needs. Rios students will be provided career exploration, exposure and Social and Emotional lessons through the World of Work and Sanford Harmony programs. Rios will reinforce the PBIS and Peace Builders to support the needs of all students in relation to the positive climate of the school.

## Identified Need

Students are scoring in the orange performance group for both language arts and mathematics. In order to better met the needs of our students Reading intervention will be provided for all students in grades K-5 who are significantly below grade level and teachers need professional development in order to learn support strategies in order to help students move upward in all subgroups.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade Assessment: IAB Number & Operations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (49): 42%/38%/18%</p> <p>Hispanic (23): 47%/39%/13% Asian (1): N/A African American (2): N/A White (22): 31%/40%/27% Two or More Races (0): N/A</p> <p>Eng. Learners (10): 70%/10%/20% SWD (5): 60%/0%/40% Low Income (32): 50%/34%/15%</p>	<p>% Below/Near/Above Standard</p> <p>All students (49): 37%/40%/21%</p> <p>Hispanic (23): 42%/42%/15% Asian (1): N/A African American (2): N/A White (22): 26%/43%/29% Two or More Races (0): N/A</p> <p>Eng. Learners (10): 65%/13%/22% SWD (5): 55%/5%/40% Low Income (32): 45%/37%/17%</p>
4th Grade Assessment: IAB Number & Operations		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (56): 53%/30%/16%</p> <p>Hispanic (159): 73%/21%/5% Asian (0): N/A African American (2): N/A White (29): 44%/34%/20% Two or More Races (3): 33%/66%/0%</p> <p>Eng. Learners (15): 73%/26%/0% SWD (12): 66%/33%/0% Low Income (44): 56%/29%/13%</p>	<p>% Below/Near/Above Standard</p> <p>All students (56): 48%/33%/18%</p> <p>Hispanic (159): 68%/24%/7% Asian (0): N/A African American (2): N/A White (29): 39%/37%/22% Two or More Races (3): 28%/70%/1%</p> <p>Eng. Learners (15): 68%/30%/1% SWD (12): 61%/38%/0% Low Income (44): 51%/32%/15%</p>
5th Grade Assessment: IAB Number & Operations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (61): 57%/29%/13%</p> <p>Hispanic (29): 62%/34%/3% Asian (1): N/A African American (3): 66%/33%/0% White (26): 53%/23%/23% Two or More Races (0): N/A</p> <p>Eng. Learners (19): 84%/15%/0% SWD (8): 75%/12%/12% Low Income (44): 68%/25%/6%</p>	<p>% Below/Near/Above Standard</p> <p>All students (61): 52%/32%/15%</p> <p>Hispanic (29): 67%/37%/5% Asian (1): N/A African American (3): 61%/36%/2% White (26): 48%/26%/25% Two or More Races (0): N/A</p> <p>Eng. Learners (19): 79%/20%/0% SWD (8): 70%/16%/13% Low Income (44): 63%/28%/8%</p>
Reclassification Rate (County 14.9%)	Percent Reclassified: 13.6%	Reclassified Goal: 15%

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

Additional Professional Learning support for all teachers in areas to include: Core Subjects, Computer Science, Social & Emotional Learning, Classroom Management, Special Education and Teaching Practices. Professional Learning offered by school site leaders, district office staff, or outside of district specialists.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
10,252	Title I PD 1000-1999: Certificated Personnel Salaries Additional stipend hours for teachers to attend Professional Learning.
3,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Hourly staff to release teachers to attend Professional Learning.
4,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Hourly staff to release teachers to attend Professional Learning.
2,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Travel and Conference for Certificated Professional Development

**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

Students will have access to instructional supplies within the classroom to support student achievement and learning progress.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
-----------	-----------

16,180	Supplemental Concentration Funding 4000-4999: Books And Supplies Instructional supplies for student achievement.
3,000	Supplemental Concentration Funding 4000-4999: Books And Supplies Student access to Computer Science through capitalized Computer Equipment
3,000	Supplemental Concentration Funding 4000-4999: Books And Supplies Student access to Computer Science through non-capitalized Computer Equipment

### 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

Students will be afforded educational experiences through educational excursions. Educational excursions will be related to educational learning which may include trips related to Core Subject areas, elective subject areas, World of Work, or Presentation Literacy.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Supplemental Concentration Funding 5700-5799: Transfers Of Direct Costs Field Trip expenses
1,000	Supplemental Concentration Funding 5800: Professional/Consulting Services And Operating Expenditures Misc. Fees and Permits for student participation in FIRST Programs
2,000	Supplemental Concentration Funding 5800: Professional/Consulting Services And Operating Expenditures Admission Fees for Students in order to participate in FIRST Programs

### 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

Students will have access to Computer Science Magnet School instruction.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,400

Source(s)

Supplemental Concentration Funding  
5800: Professional/Consulting Services And  
Operating Expenditures  
Online Programs:

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Positive safe school climate and healthy students

## LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

## Goal 2

Rios Elementary School students will receive an educational program that will contribute to creating a positive school climate and culture. Rios Elementary school will offer a comprehensive program that promotes health and wellness.

## Identified Need

Rios needs to decrease the suspension rate, especially among students with disabilities. Student behavior and a continued schoolwide focus on PBIS needs to be a focus to decrease situations warranting a suspension.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 94.99%	2018-19: 95%
SI&A Report: Chronic Absenteeism Rate, State 9%  CA Dashboard	2017-2018: 8.53%  2017-2018: All students: Increased 2.5% Overall 13.6% Orange  English Learners: Green Low Income: Red SWD: Red  Hispanic: Orange White: Orange	2018-2019: 8%  2018-2019: All students: Yellow  English Learners: Green Low Income: Orange SWD: Orange  Hispanic: Yellow White: Yellow
Dashboard: Suspension Rate 2016-2017: All students: 3.9% Orange  English Learners: Orange Low Income: Orange SWD: Orange  Hispanic: Yellow	2017-2018: All students: Increased 0.7% Overall 4.6% Orange  English Learners: Green Low Income: Orange SWD: Red  Hispanic: Yellow	2018-2019: All students: Yellow  English Learners: Green Low Income: Yellow SWD: Red  Hispanic: Yellow White: Yellow

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
White: Red	White: Orange	
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.36 Hope 4.25 Entrepreneurial 3.18 Career/Financial Literacy 3.30	Student Gallup Results Engagement 4.40 Hope 4.30 Entrepreneurial 3.25 Career/Financial Literacy 3.40
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.88	Staff Gallup Results: Q00 3.95

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

Additional site funded School Counselor time of 0.1 FTE to provide individual counseling, group counseling, and guidance lessons for students at Rios. Will monitor attendance, facilitate SST process, and assist with PBIS practices school-wide.

#### 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)

7,670

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Counselor Salary at 0.1 FTE

### 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

Rios will provide student supervision during unstructured times for students ie. before school, lunchtime, or recess. Campus Aides will provide supervision, activities, and contribute to the school-wide PBIS programs.

#### Proposed Expenditures for this Strategy/Activity



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

Amount(s)	Source(s)
5,500	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Campus Aide supervision

**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**

Students will be provided activities and supports that encourage positive behavior, self awareness and expand culture and moral.

**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)
2000	Supplemental Concentration Funding 4000-4999: Books And Supplies PBIS and Culture and Moral Supports
100	Supplemental Concentration Funding 5800: Professional/Consulting Services And Operating Expenditures PBIS and Culture and Moral Supports
947	Supplemental Concentration Funding 5800: Professional/Consulting Services And Operating Expenditures Contract Services to support PBIS

# 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

Personalized learning, supporting students passions and career aspirations

## LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

## Goal 3

Rios Elementary School students will demonstrate adequate yearly progress and proficiency over time to master standards and develop college and career readiness for global competencies. Students who are behind in their progress will be provided additional supports.

## Identified Need

Teachers collect student academic data using the following assessment tools: Achieve 3000, Imagine Learning, GO! Math, ST Math, CAASPP, and ELPAC data. In order to move at least 5% of our students from the not meeting band we need to provide interventions and supports around literacy, reading development, guided language acquisition and development, writing, and mathematical reasoning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade Assessment: IAB Number & Operations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (49): 42%/38%/18%</p> <p>Hispanic (23): 47%/39%/13% Asian (1): N/A African American (2): N/A White (22): 31%/40%/27% Two or More Races (0): N/A</p> <p>Eng. Learners (10): 70%/10%/20% SWD (5): 60%/0%/40% Low Income (32): 50%/34%/15%</p>	<p>% Below/Near/Above Standard Goal</p> <p>All students: 36%/42%/20%</p>
4th Grade Assessment: IAB Number & Operations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (56): 53%/30%/16%</p>	<p>% Below/Near/Above Standard Goal</p> <p>All students: 46%/35%/18%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic (159): 73%/21%/5% Asian (0): N/A African American (2): N/A White (29): 44%/34%/20% Two or More Races (3): 33%/66%/0%  Eng. Learners (15): 73%/26%/0% SWD (12): 66%/33%/0% Low Income (44): 56%/29%/13%	
5th Grade Assessment: IAB Number & Operations MATHEMATICS	% Below/Near/Above Standard  All students (61): 57%/29%/13%  Hispanic (29): 62%/34%/3% Asian (1): N/A African American (3): 66%/33%/0% White (26): 53%/23%/23% Two or More Races (0): N/A  Eng. Learners (19): 84%/15%/0% SWD (8): 75%/12%/12% Low Income (44): 68%/25%/6%	% Below/Near/Above Standard Goal  All students: 50%/34%/15%
Reclassification Rate (County 14.9%)	Percent Reclassified: 13.6%	Reclassified Goal: 15%

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)

Under Performing Students

Strategy/Activity

Intervention Support Teacher will provide small group instruction during school hours for students who are below grade level. Researched based instructional materials will be used by the support teacher to increase ELA/ELD and math proficiency.

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

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

Amount(s)

Source(s)

46,555

Title I  
1000-1999: Certificated Personnel Salaries  
Certificated Salary & Benefits: Intervention  
Teacher 0.5 FTE

### **Strategy/Activity 2**

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

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

Under Performing Students

Strategy/Activity

Additional Student Support for before school, after school or during school intervention programs.

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

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

Amount(s)

Source(s)

4,000

Supplemental Concentration Funding  
1000-1999: Certificated Personnel Salaries  
Additional Pupil Support: Teacher Stipend  
Hours.

### **Strategy/Activity 3**

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

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

Students with 504 or IEP

Strategy/Activity

Additional Aide Support for students.

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

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

Amount(s)

Source(s)

1,000	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Additional Aide Support
247	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Additional Aide Support, Overtime
153	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Additional Aide Support, Overtime

#### Strategy/Activity 4

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

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

Under Performing Students

##### Strategy/Activity

Students will have access to additional instructional supplies to support under performing or unduplicated students.

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

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

Amount(s)

Source(s)

395

Title I  
4000-4999: Books And Supplies  
Supplies & Materials

#### Strategy/Activity 5

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

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

##### Strategy/Activity

##### 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)

# 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

Shared Community and Engagement

## LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

## Goal 4

Rios Elementary School strives to provide opportunities for our community stakeholders and parents to participate in making decisions for our children.

## Identified Need

We need to increase community engagement as evidenced by the low number of parents attending meetings and parent events. By utilizing a community liaison we can increase the communication and partnerships with parents.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Advisory Meetings	6 meetings per year, approximately 15 parents at each meeting	6 meetings per year, 20 parents at each meeting
Parent University Courses	8 meetings per year, approximately 20 parents at each meeting	8 meetings per year, approximately 20 parents at each meeting
Home Visits	Number of visits 2	Number of visits: 5
School Site Council Meetings	6 meetings per year: Average of 4 parents	6 meetings per year: 5 parents at each meeting
Community Meetings	2 per year, approximately 20 parents at each meeting	8 per year: 25 parents at each meeting

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

Rios School will provide a community Bilingual (Spanish) Family and Community Liaison to assist in connections between home and school.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,446	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Family and Community Bilingual Liaison
619	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Family and Community Bilingual Liaison
7935	Title I 2000-2999: Classified Personnel Salaries Family and Community Bilingual Liaison

### 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

Rios School will provide childcare for families during community meetings to include School Site Council, ELAC, and School Functions.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I 2000-2999: Classified Personnel Salaries Childcare/Babysitting

# 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	\$74,753
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$126,399.00

## 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	\$63,055.00
Title I Parent Involvement	\$1,446.00
Title I PD	\$10,252.00

Subtotal of additional federal funds included for this school: \$74,753.00

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 (\$)
Supplemental Concentration Funding	\$51,646.00

Subtotal of state or local funds included for this school: \$51,646.00

Total of federal, state, and/or local funds for this school: \$126,399.00



# 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
Supplemental Concentration Funding	\$51,646	0.00
Title I Parent Involvement	\$1,446	0.00
Title I	\$63,055	0.00
Title I PD	\$10,252	0.00

## Expenditures by Funding Source

Funding Source	Amount
Supplemental Concentration Funding	51,646.00
Title I	63,055.00
Title I Parent Involvement	1,446.00
Title I PD	10,252.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	75,477.00
2000-2999: Classified Personnel Salaries	17,400.00
4000-4999: Books And Supplies	24,575.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5700-5799: Transfers Of Direct Costs	500.00
5800: Professional/Consulting Services And Operating Expenditures	6,447.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	11,000.00

2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	7,519.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	24,180.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	2,000.00
5700-5799: Transfers Of Direct Costs	Supplemental Concentration Funding	500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Concentration Funding	6,447.00
1000-1999: Certificated Personnel Salaries	Title I	54,225.00
2000-2999: Classified Personnel Salaries	Title I	8,435.00
4000-4999: Books And Supplies	Title I	395.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	1,446.00
1000-1999: Certificated Personnel Salaries	Title I PD	10,252.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,332.00
Goal 2	16,217.00
Goal 3	52,350.00
Goal 4	10,500.00

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- n/a Secondary Students

Name of Members	Role
Liz Loether	Principal
Kelsey Johnson	Classroom Teacher
Jennay Butler	Classroom Teacher
Elizabeth Epstein	Classroom Teacher
Erika Broderdorf	Parent or Community Member
Cecilia Castellanos	Parent or Community Member
Karen Villa	Parent or Community Member
Tiffany Zumdick	Parent or Community Member
Christian Howell	Parent or Community Member
Sabrina Wimmer	Other School Staff

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.