School Year: **2019-20**

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 Norte Junior High School	19-65136-0101022	December 5, 2019	January 15, 2020

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).

Parent Survey-Our EL parents completed a Google survey to describe how Rio Norte can best meet the needs of their students. We also asked parents to describe how supported they feel at school. On a 1 to 5 scale, 90% of parents reported either a 4 or 5 for: feeling welcomed at school, hearing back from teachers or counselors, receiving information of child's progress, and that the school values diversity. Forty percent of parents feel they do not have enough information on how to volunteer or be involved, and 8% stated their child's teacher does not respond in a timely manner.
Teacher Survey-Our teachers expressed a desire for professional development in the following areas: Language Objectives, on line based formative assessments
Student Survey (EL students)-Students completed a Google survey and stated that they would like additional support on study skills
Student survey-(General) Students report an overall positive school climate, but state that at times, students are not kind to each other. The average score was 3 out of 5 for student kindness.

Classroom Observations

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

Our Rio Norte administrator Google classroom observation Survey tracks classroom observations. The spreadsheet is analyzed to see the kinds of instructional strategies teachers use and student engagement. As of November 20, we have data on 115 observations.
Here is a summary of observation data:
Teachers were observed sitting at their desk 37% of time and 10% of the time teachers were observed providing direct instruction.
Teachers were observed moving around the classroom supporting independent work 17% of the time.
When checking for an objective, administrators observed a written objective on the board during 50% of the visits.
Students were observed working independently 29.6% of time.
Students were observed working in groups on projects, assignments, and discussions 28.7% of time.
Students were observed being on task 56.5% of the time.
No evidence of formative assessments has been noted 51% of time.
Teachers were observed circulating the classroom to check for understanding 32% of time.
Teachers were observed random questioning of students 27% of time.
Unstructured student collaboration was observed 36% of time.
Structured student collaboration was observed 29% of time.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

State assessments-All teachers receive copies of our school's CAASPP data each year. All teachers have been given specific instructions on how to locate CAASPP scores for each individual student in Infinite Campus.
Local-district assessments-English teachers have three district Writing benchmarks. The results are graded by grade level teachers using the same rubric. Math 7, Math 8 and Algebra also administer district assessments.
Local-school assessments-Each core department has created common pacing calendars, essential standards and one common formative assessment for each quarter. The results are examined by grade level department to determine next steps for student instruction.

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

The results of district assessments and school common assessments are examined and evaluated by grade level teachers. A response based on the data is created by the grade level teams. Some teams respond with re-teaching in their classes or in small groups, others will re-teach the concepts as they occur naturally in the curriculum. For school common assessments, teachers complete a Team Learning Log to respond to results in a systematic and cohesive way.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently 100% of teachers at Rio Norte meet the state credential requirements and are teaching within their certified subject area.

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

All schools hire future teachers from those who apply through EdJoin. All schools have access to interviewing the same credentialed teachers within the district. School site administrators conduct their own interviews and make their own selections. All teachers have ample opportunity for continued professional development annually as provided by the District and the school site professional development team on a regular monthly basis. Teachers can select and personalize their professional development goals through a variety of workshops, collaborative meetings, conferences, and department and/or grade level collaboration time.

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

The Rio Norte Professional development plan for the year includes using the template for creating a common lesson by Mike Schmoker in "Focus." Teachers align pacing calendars, select essential learning targets and create at least one Common Formative Assessment each quarter. Teachers also use common grading rubrics for assessments. Teachers have 9 days for PD a year. Most of these days fall on minimum days or early release days.

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

Science, history, math and English teachers work with district instructional coaches. Each department is in a different place, based on the level of implementation of the Common Core State Standards.

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

There is collaboration every Wednesday with our early release schedule. Two days a month are focused on department collaboration, one day is focused on interdisciplinary team collaboration and the other is focused on our school wide mission and vision.

Teaching and Learning

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

Lessons are designed using the district-adopted curriculum. Instructional design is based on Common Core standards and Math Practice Standards. The use of common curriculum guides helps to ensure that all students are receiving grade level standards-based instruction. The English department administers a district-wide Performance Task twice a year to calibrate assessments and develop future lessons and instructional needs based on assessment data for student mastery of concepts in literacy.

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

All students are enrolled in the required number of minutes for ELA and math every day as reported through the monitoring of daily instructional minutes.

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

Additional support for English Learners is provided within the school day in designated language support classes called Achieve. Study Skills classes are also provided for students with disabilities. Students are given additional time for support during advisory classes, held every day except Wednesdays.

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

All content areas have standards-based instructional materials provided by the district for all student groups.

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

All students have SBE adopted materials for their courses, intervention materials, and access to standard-aligned core courses.

Opportunity and Equal Educational Access

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

We offer a variety of intervention options for students during the regular school day through parallel classes, and after school through intervention sessions. We also ensure that teachers are available for supporting students on a daily basis before school, during advisory and after school.

Evidence-based educational practices to raise student achievement

There are multiple days where teachers collaborate throughout the year in designated collaboration time as well as in faculty meetings and professional development meetings.

Parental Engagement

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

Regular communication is sent out to our families and surrounding community through monthly or quarterly meetings with our various parent groups. Parents of our English Learners meet quarterly to inform our EL student population and their families of important events and ways to support their students in their education.

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)

Parents, teachers, staff members, and students are actively involved in the development, implementation, revision, and annual evaluation of our School Plan for effectively using Title 1 funds in our schoolwide program through quarterly PAC and School Site Council meetings. Parents, teachers, staff, and students are additionally involved each year in the development, implementation, and evaluation of the district's Title 3 plan to ensure academic achievement and language proficiency for English Language Learners through quarterly DELAC meetings.

Funding

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

The district provides categorical funding that allows each site to create an annual Intervention Plan for providing before and after school tutoring, and/or add extra 1/6th teaching assignments (where possible) into the school day for parallel support classes in Math and/or English. The district also provides professional development for teachers in best practices for supporting underperforming students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased student learning, and strategies for engaging all students in learning.

Fiscal support (EPC)

The district funds quarterly Parent and Student Engagement evening workshops, the LINK mentoring program, Counseling services, crisis intervention, student wellness support, donated computers for student use at home, translation services to increase parent engagement, college and career fairs, community resource events, and School Formula Accounts (SFA) for discretionary site needs.

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

Rio Norte reconvened our School Site Council to review, provide input for, and update the SPSA. The members were given the goals and data prior to our first meeting. The goals and action steps were reviewed and approved.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	%			
African American	3.8%	3.59%	3.6%	50	47	46
Asian	13.4%	14.90%	14.4%	175	195	184
Filipino	7.7%	7.33%	6.96%	100	96	89
Hispanic/Latino	19.3%	18.95%	21.13%	251	248	270
Pacific Islander	0.1%	0.15%	0.16%	1	2	2
White	48.4%	47.82%	45.85%	631	626	586
Multiple/No Response	%	%	%			
			Total Enrollment	1,304	1309	1,278

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 7	618	647	634
Grade 8	686	662	644
Total Enrollment	1,304	1,309	1,278

Conclusions based on this data:

1. Our overall enrollment is on a slight decline.
2. There is a slight increase in our number of Hispanic students.
3. There is a slight decline in our number of White students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	36	37	35	2.8%	2.8%	2.7%
Fluent English Proficient (FEP)	196	201	181	15.0%	15.4%	14.2%
Reclassified Fluent English Proficient (RFEP)		5	0	0.0%	13.9%	0.0%

Conclusions based on this data:

1. Our percentage of EL students schoolwide is very small.
2. The percentage of students who have developed Fluent English proficiency has declined slightly.
3. We had no students re-classified in the 18-19 school year.

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 7	602	611	609	594	601	595	594	601	595	98.7	98.4	97.7
Grade 8	628	615	602	623	604	591	623	604	591	99.2	98.2	98.2
All Grades	1230	1226	1211	1217	1205	1186	1217	1205	1186	98.9	98.3	97.9

* 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 7	2615.	2611.	2618.	38.22	33.28	40.17	42.59	48.75	41.18	13.13	11.81	12.94	6.06	6.16	5.71
Grade 8	2622.	2643.	2635.	31.46	40.89	36.55	44.94	43.05	46.02	18.62	12.42	12.01	4.98	3.64	5.41
All Grades	N/A	N/A	N/A	34.76	37.10	38.36	43.80	45.89	43.59	15.94	12.12	12.48	5.51	4.90	5.56

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 7	48.99	42.10	42.35	41.41	47.92	47.23	9.60	9.98	10.42
Grade 8	44.62	52.15	47.38	43.34	39.90	42.98	12.04	7.95	9.64
All Grades	46.75	47.14	44.86	42.40	43.90	45.11	10.85	8.96	10.03

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 7	58.42	54.74	57.31	35.35	38.44	36.97	6.23	6.82	5.71
Grade 8	48.39	56.46	53.81	45.02	38.41	41.12	6.59	5.13	5.08
All Grades	53.29	55.60	55.56	40.30	38.42	39.04	6.41	5.98	5.40

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 7	27.61	22.46	25.04	65.99	69.05	68.57	6.40	8.49	6.39
Grade 8	26.00	35.93	30.63	68.22	60.10	63.28	5.78	3.97	6.09
All Grades	26.79	29.21	27.82	67.13	64.56	65.94	6.08	6.22	6.24

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 7	51.01	51.58	49.75	42.42	43.76	42.35	6.57	4.66	7.90
Grade 8	45.26	57.45	49.75	47.03	38.25	43.99	7.70	4.30	6.26
All Grades	48.07	54.52	49.75	44.78	41.00	43.17	7.15	4.48	7.08

Conclusions based on this data:

1. The overall score for 7th and 8th grade students in ELA has plateaued for the past three years.
2. Writing is a strength for students, with only 5-6% overall below standard.
3. Reading comprehension is the greatest overall weakness with 10% of students below standard.

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 7	602	611	609	593	599	597	593	599	597	98.5	98	98
Grade 8	628	615	602	621	605	588	621	605	588	98.9	98.4	97.7
All Grades	1230	1226	1211	1214	1204	1185	1214	1204	1185	98.7	98.2	97.9

* 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 7	2598.	2583.	2594.	37.61	30.22	34.84	27.66	29.72	27.47	22.60	26.71	23.12	12.14	13.36	14.57
Grade 8	2597.	2628.	2614.	26.89	42.98	39.12	27.70	26.28	25.17	29.15	20.66	23.47	16.26	10.08	12.24
All Grades	N/A	N/A	N/A	32.13	36.63	36.96	27.68	27.99	26.33	25.95	23.67	23.29	14.25	11.71	13.42

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 7	49.24	44.07	46.73	30.35	33.06	32.16	20.40	22.87	21.11
Grade 8	35.91	52.07	43.03	42.35	36.03	41.50	21.74	11.90	15.48
All Grades	42.42	48.09	44.89	36.49	34.55	36.79	21.09	17.36	18.31

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 7	40.98	32.05	37.35	46.21	51.75	46.06	12.82	16.19	16.58
Grade 8	29.31	45.12	37.24	50.89	42.31	43.88	19.81	12.56	18.88
All Grades	35.01	38.62	37.30	48.60	47.01	44.98	16.39	14.37	17.72

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 7	38.45	29.88	33.00	51.43	58.76	55.11	10.12	11.35	11.89
Grade 8	29.15	44.63	40.65	57.00	46.45	48.64	13.85	8.93	10.71
All Grades	33.69	37.29	36.79	54.28	52.57	51.90	12.03	10.13	11.31

Conclusions based on this data:

1. 7th grade math increased slightly and 8th grade math decreased slightly in 18-19
2. Student struggled the most with applying concepts and procedures, with 18% of students below standard.
3. Overall, there is not a steady increase in any area. Scores vacillate up and down over the three years.

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 7	1571.2	1484.8	1566.7	1489.1	1575.2	1480.0	13	14
Grade 8	1469.8	1468.3	1460.7	1468.8	1478.4	1467.7	18	12
All Grades							31	26

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
7	*	21.43	*	42.86		14.29		21.43	13	14
8	*	41.67	*	16.67	*	8.33	*	33.33	18	12
All Grades	41.94	30.77	*	30.77	*	11.54	*	26.92	31	26

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
7	*	50.00	*	21.43		7.14		21.43	13	14
8	*	50.00	*	8.33		8.33	*	33.33	18	12
All Grades	51.61	50.00	*	15.38		7.69	*	26.92	31	26

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
7	*	21.43	*	21.43	*	21.43	*	35.71	13	14
8	*	25.00	*	25.00	*	8.33	*	41.67	18	12
All Grades	38.71	23.08	*	23.08	*	15.38	*	38.46	31	26

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
7	*	7.14	*	64.29		28.57	13	14
8	*	16.67	*	41.67	*	41.67	18	12
All Grades	38.71	11.54	38.71	53.85	*	34.62	31	26

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
7	84.62	57.14	*	21.43		21.43	13	14
8	*	58.33	*	8.33	*	33.33	18	12
All Grades	61.29	57.69	*	15.38	*	26.92	31	26

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
7	*	35.71	*	7.14	*	57.14	13	14
8	*	16.67	*	33.33	*	50.00	18	12
All Grades	*	26.92	*	19.23	38.71	53.85	31	26

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
7	*	7.14	*	71.43		21.43	13	14
8	*	8.33	*	58.33	*	33.33	18	12
All Grades	*	7.69	45.16	65.38	*	26.92	31	26

Conclusions based on this data:

1. There was a slight decrease in overall scores for the ELPAC from 17-18 to 18-19.
2. There are several categories on the ELPAC with no data because our student numbers are too low to report.
3. Overall, close to 30% of our EL students are at Level 4, 3 or 1 on the ELPAC. About 10% of students tested at level 2.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1278	**12.7**	**2.7**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	35	2.7
Foster Youth	3	0.2
Homeless	6	0.5
Socioeconomically Disadvantaged	162	12.7
Students with Disabilities	180	14.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	46	3.6
Asian	184	14.4
Filipino	89	7.0
Hispanic	270	21.1
Two or More Races	101	7.9
Pacific Islander	2	0.2
White	586	45.9

Conclusions based on this data:

1. Rio's largest ethnicity after White is Hispanic at 18.9% and Asian at 14.9%.
2. Almost 11% of Rio's population is socioeconomically disadvantaged.
3. Only about 3% of Rio's population are English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1. Overall ELA scores are very high, in the blue.
2. Math results are strong, in the green.
3. Chronic absenteeism is average, in yellow.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	5	3

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
62.7 points above standard	12.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.7 points	Increased ++5.5 points	1
1222	91	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	15.8 points above standard	28 points below standard
4	Declined Significantly -15.7 points	Increased ++10.5 points
	166	191

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green		Blue	Blue
10.3 points above standard		111 points above standard	76.5 points above standard
Declined Significantly -21.6 points		Maintained ++2.3 points	Maintained ++2.3 points
45		181	88
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Blue
38.4 points above standard	65.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	59.2 points above standard
Increased ++5.2 points	Declined -14.1 points	2	Increased ++3.5 points
253	96		557

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78.2 points below standard	36.5 points above standard	61.5 points above standard
Declined Significantly -52.8 points	Increased ++7.7 points	Maintained ++1.1 points
19	72	1018

Conclusions based on this data:

1. There is a gap between ELA scores of English learners and English only students.
2. Hispanic and African American students have similar scores for ELA-both in the green.
3. White and Asian students in ELA are both blue.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	2	2

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
24.5 points above standard	31.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.5 points	Declined -12.6 points	1
1222	91	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	27.4 points below standard	76.2 points below standard
4	Declined Significantly -17.1 points	Increased +6 points
	168	189

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange		Blue	Blue
29.5 points below standard		102 points above standard	45.9 points above standard
Declined -11.7 points		Maintained -1.8 points	Increased ++9.1 points
45		182	88
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Green
11.2 points below standard	26.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	15.7 points above standard
Maintained -0.4 points	Declined -12 points	2	Maintained ++0.9 points
253	96		556

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
126.1 points below standard	6.6 points below standard	21 points above standard
Declined Significantly -66.7 points	Declined -14.8 points	Maintained ++0.6 points
19	72	1017

Conclusions based on this data:

1. In Math, EL, African American students and low SES are in the orange.
2. Students with disabilities improved to yellow.
3. English learner scores declined.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50 making progress towards English language proficiency
Number of EL Students: 24
Performance Level: Medium

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.

2019 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
4	8	4	8

Conclusions based on this data:

1. Rio Norte has very few EL students at 24.
2. 16% of students were level 4, well developed.
3. 16% of EL students are at Level 1,beginning stage

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	4	2

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
5.4	11.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.5	Increased +5.7	3
1308	36	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	9.8	9.7
5	Declined -1.3	Declined Significantly -5.8
	183	206

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Blue	Blue
4.3	Less than 11 Students - Data Not Displayed for Privacy	1.1	2.2
Increased +2.2	0	Declined -1	Declined -1.9
47		187	90
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Yellow
6.5	5.7	Less than 11 Students - Data Not Displayed for Privacy	6.8
Declined -2	Declined -0.7	2	Maintained +0.3
275	106		601

Conclusions based on this data:

1. EI students are orange.
2. African American and White students are yellow.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	5

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
0.6	2.8	Less than 11 Students - Data Not
Maintained +0.1	Increased +2.8	3
1317	36	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Blue
Less than 11 Students - Data Not	2.2	0.5
5	Increased +0.5	Declined -0.5
	184	208

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue		Yellow	Blue
0		1.1	0
Maintained 0		Increased +1.1	Maintained 0
47		187	90
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Yellow	No Performance Color	Blue
0.4	1.9	Less than 11 Students - Data 2	0.5
Declined -0.4	Increased +0.8		Maintained -0.1
280	107		604

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.5	0.6

Conclusions based on this data:

1. Asian students and those of two or more races are in the yellow for suspensions.
2. English Learners and low Socioeconomic students are orange.
3. The majority of students are in the blue.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.

Goal 1

Increase student learning in ELA for EL students through CCSS instruction, study skills support and enrichment. (Closing the achievement gap)

Identified Need

There is a gap between ELA CAASPP scores for EL and English only students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data	Green in ELA CAASPP Dashboard	Move to Blue in ELA
ELPAC	Level 4-41.9%, Level 3-32.2% Level 2 3.2 %, Level 1-22.6%	Increase Level 3 and 4 by 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)

EL Students

Strategy/Activity

1.1 Students will engage in CCSS instruction with a focus on study skills and enrichment opportunities.

Students will go on a field trip to the Ronald Reagan library. EL students will experience more hands-on learning opportunities outside of school and during class instruction. Students will practice listening to different presentations. Students will have opportunities to summarize learning and share learning with peers.
Student will listen actively to docent during group tour.
Students will be given study skills support from EL teacher and counselors as requested in parent and student EL Google Survey results.

Goals include: Collaborate in group discussions during tour, take notes during exhibit presentations,gather evidence to support claims, describe and support the claims in paragraph writing, present knowledge acquired during museum trip in an oral presentation

Based on the research in: A Review of Research on School Field Trips and Their Value in Education By Marc Behrendt, Ohio University and Teresa Franklin, Ohio University 8 January 2014 https://files.eric.ed.gov/fulltext/EJ1031445.pdf

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.

Description and Amount(s)	Source(s)
Description: Tickets, substitutes, buses Amount: 1,000.00 Available Balance:	Federal Title III, District Funds 0001-0999: Unrestricted: Locally Defined
Description: Lunches for students Amount: 350.00 Available Balance:	Federal Title III, District Funds 0001-0999: Unrestricted: Locally Defined

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

1.2 Supplemental materials and supplies for EL students use in the classroom to assist in the academic experience and enhance the development of English language skills for overall academic improvement (Language Lab, etc.)

We believe the use of supplemental supplies, like noise-canceling headsets to be used with our iLit software, will benefit our EL students in their development of the English language. When supplemental materials and supplies are introduced the subject matter becomes more engaging. Specifically, the use of noise-canceling headsets increases the concentration of students which we believe will allow our EL students to obtain more listening and speaking practice when using the iLit software as students will be able to block out surrounding sounds that would otherwise be distracting. (as seen on https://www.edweek.org/dd/articles/2010/01/08/02languagelabs.h03.html)

This aligns with the districts 2019-20 Title III plan, Implement Effective Programs and Activities, Activity 9: Provide school site ELD programs supplemental funds for program support, monitoring tools, supplemental classroom materials, student bus passes, mentoring, and/or field trips to support EL students' needs, enhance English proficiency, increase motivation, and provide real-world experiences for EL students.

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

Description and Amount(s)	Source(s)
Description: Cyber Acoustics USB Stereo Headset with Headphones and Noise Cancelling Microphone for PCs and Other USB Devices in Classroom 30 QTY X $16 = $480.00 Amount: 480.00 Available Balance: 9.27 ($475.73 R20-02348 on 10/29/19)	Federal Title III, District Funds 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Students benefit from enrichment experiences like field trips, tools and study strategies to increase student learning.

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

n/a

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.

n/a

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

Goal 2

Promote a positive school climate and implement positive character education and a focus on relationships.

Identified Need

Students have shared on school and district surveys that students are not always kind to each other.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hart district school climate survey Rio Norte school climate survey	The majority of students report a 3 out of 5 when asked if students are kind to each other.	Student will select 4 out of 5 on same scale

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

Character Strong, Character Dares, Capturing Kids' Hearts, PBIS

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.

Description and Amount(s)	Source(s)
Description: Students are encouraged to engage in acts of kindness and character development with Character Strong Activities.	Other Local

Amount: 0 Available Balance: Cost TBD. Funding to be shared between SFA and other district-wide character program grants.	
Description: Teacher utilize Capturing Kids' Hearts strategies to build a positive class climate Amount: 0 Available Balance: Cost TBD. Funding = SFA	Other Local
Description: Parents are made aware of PBIS fosus and school activities though Rio Updates, website, & ELAC meetings. EL teacher will review messages with EL parents at ELAC. Amount: 0 Available Balance: Cost TBD. Parent meeting support is funded through the LCAP	LCFF

Annual Review

SPSA Year Reviewed: 2018-19

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.

Character Strong and Capturing Kids' hearts promote a positive school climate and encourage acts of kindness among students & teachers.

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

n/a

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.

n/a

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1 - Ensure all students have access to highly qualified teachers, school site guidance counselors, Common Core State Standards aligned textbooks and materials, and uncrowded school facilities in good repair.

Goal 3

Students will receive instruction on the Common Core State Standards in an engaging, rigorous and equitable environment.

Identified Need

CAASPP scores identify growth areas in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP math data	English Learners declined by 12 points. Socioeconomically Disadvantaged students declined by 17 points.	Show an increase in both EL and SED student groups on the 2020 CAASPP scores in math.

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

Teachers by grade level teams will lead data driven PD and instructional cycles of targeted Common Core standards, pacing calendars and formative 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.

Description and Amount(s)	Source(s)
Description:	Other Local

Each grade level team will focus on data driven instruction using one common formative assessment each quarter. Amount: 0 Available Balance: No cost	

Strategy/Activity 2

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.

Description and Amount(s)	Source(s)

Strategy/Activity 3

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.

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Teachers are given regular collaboration time to develop effective instructional strategies and assessments to increase student learning of the CCSS.

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

n/a

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.

n/a

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	$1,830.00

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)
Federal Title III, District Funds	$1,830.00
LCFF	$0.00
Other Local	$0.00

Subtotal of state or local funds included for this school: $1,830.00

Total of federal, state, and/or local funds for this school: $1,830.00

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

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Audrey Asplund	Principal
Kacey Dawson	Classroom Teacher
Ron Ippolito	Classroom Teacher
Jennifer Pulaski	Classroom Teacher
Heather Ippolito	Parent or Community Member
Christine Davis	Parent or Community Member
Alec LeBaut	Secondary Student
Ava Francis	Secondary Student
Cameron Alexander	Secondary Student
Mona Branch	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.