School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
River Oaks Elementary School	34 67348 6110654	5-23-2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by River Oaks Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by River Oaks Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2024/2025 SPSA was shared with the School Site Council (SSC) on mulitple occasions to review previous goals, update priorities, discuss expenditures and approve. The 2024/2025 SPSA was approved by the River Oaks SSC in May 2024.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the California School Dashboard, there was no overall performance in the "red" performance category. However, Conditions & Climate-Suspension Rate was identified overall as "orange".

The school has set a goal to decrease the number of suspensions by 10%. Our Multi-Tier System Supports Team (MTSS) has been targeted for all students in the areas of academic and behavioral supports. Our school social worker continues to support families and students for all tier supports.The site implemented a mental health clinician to support for families and students needing tier 3 mental health/behavioral services. This clinician is available and on campus 5 days a week during school hours. Our site practices restorative strategies/activities to help building collaboration, respect, and positive behaviors. To support building a healthy community all teachers implement our Second Step curriculum for our social and emotional learning skills. Students practice a shared language to support and access vocabulary to express a more positive and healthier approach towards problem solving and positive community skills. This year our teachers were given training in creating a trauma-sensitive classroom through our social-emotional professional development entitled, 'A Trusted Space' video series. In addition, next year our staff will be provided with more professional development in Restorative Practices and strategies to support classroom behaviors and building classroom community skills.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The student group with two or more performance levels below the "all student" performance was in the areas of:
- Academic Performance-English Language Arts: Students with Disabilities
- Academic Performance-Mathematics: English Learners
- Academic Performance-Mathematics: Students with Disabilities

As a site, our PLCs met during Academic Conferences to discuss differentiation strategies, review data and implement research based strategies to support the various needs in these areas. Teachers implemented actions known as 'Change Ideas' to support further tier 1 and/or tier 2 strategies to help meet the learning targets and goals for individualized students. During this time, our teachers developed PDSA cycles to target specific student groups/needs in the areas of math. Our special education department reviewed program support and began this year to address the needs of students within the general education classroom and how to best support the general education teacher as well. Additional teacher mentor support was provided to teachers in the induction program throughout the year. Our

TOSA supported students in the MTSS process for intervention on a 6 week cycle. She collaborated with the MTSS team and the teachers to support students needing that added support. The site implemented "BeyondSST" to manage and support the documentation of the MTSS process and collect data and document what interventions were taking place.

This year our teachers began a training and a book study from the Sacramento County Office of Education (SCOE) called, Building Thinking Classrooms (BTC). We were able to have 9 teachers attend the week long institute this summer and they began to implement BTC strategies throughout the school year during math time. The entire site participated in the book study to this training. Over the course of the year, teachers were introduced and encouraged through professional development and or PD opportunities to deepen their understanding and application of these strategies. Also throughout the year, our administration along with the 9 teachers were supported with TOSA and county office support staff in the area of math to strengthen their BTC instruction. Other professional development opportunities provided to staff this year was support from CORE. Consultants from CORE supported teachers in the classroom through modeling, facilitating and support teachers accordingly. Outside the classroom, they trained teachers in strengthening their SIPPS strategies and differentiating instruction and calibrating data from SIPPS mastery tests with fidelity. Teachers in 5th grade were also supported with this training, not just K-4 as in the past practice to ensure all students are provided with foundational reading skills. Intervention and support schedules for our paraprofessionals and credentialed support staff will also shift based on the needs of our students. Take-Away Tuesdays and Early Release Wednesdays support for capacity building and also supports for staff development and professional needs.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

5th and 6th grade students completed the CalSCHLS survey in the spring of 2024. The goal was for 80% or more students to answer "Yes, most of the time", or "Yes, all of the time".

5th Grade 2023 2024
Students feel connected to school 72 71
Students are academically motivated 84 83
Caring adults in school 69 72
High expectations from adults 85 87
Facilities upkeep 64 80
Social and emotional learning supports 71 79
Anti Bullying climate 72 79
Feel safe at school 86 81
Students treated with respect 80 88

6th Grade 2023 2024
Students feel connected to school 66 72
Students are academically motivated 83 84
Caring adults in school 69 74
High expectations from adults 84 87
Facilities upkeep 82 79
Social and emotional learning supports 71 86
Anti Bullying climate 71 70
Feel safe at school 73 86
Students treated with respect 77 89

Parents completed the CalSCHLS survey in the spring of 2024. The goal was for 50% or more of the responses to be "Strongly Agree".

2023 2024
Parents feel welcome to participate 39 47
Supportive student learning environment 36 43
School is a safe place for my child 38 47
School has adults who really care about students 45 53
Communication with parents about school 51 53
School treats all students with respect 42 58
Facilities upkeep 41 47
Teachers responsive to child's social/emotional needs 70 53

Staff completed the CalSCHLS survey in the spring of 2024. The goal was for 50% or more of the responses to be "Strongly Agree"

2023 2024
Caring adult relationships 51 77
High expectations from adults 58 80
Supportive learning environment 51 73
Anti bullying environment 38 57
Support for social emotional learning 41 68
Facilities upkeep 58 51
Supportive staff working environment 41 66
School is a safe place for staff 46 77
Students are motivated to complete work 31 36

Parental Engagement

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

Key stakeholders work collaboratively to provide the following resources for families:
~ Breakfast, after school snacks, and summer meals are provided to all children at no cost
~Scholarships for field trips
~Support with health services
~Counseling/Social Worker/Mental Health Clinician
~Free family events
~Support with technology and internet service

River Oaks Compact

Title 1 School, Parent Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge
I, as a school staff pledge to maintain to the best of our abilities:
A school where students will develop foundational skills, individual talents, and skills needed to be college and career ready.
A school where everyone is physically and emotionally safe.
A school where everyone takes responsibility for their own actions.
A school where parents, community, and staff encourage and support students to do their best.
A school where 100% of all students will meet or exceed their individual growth goals based on the California Common Core Standards.
A school where students have learning opportunities to develop 21st Century Skills.
A school where students are technologically literate and globally minded.
A school where students and staff communicate effectively and work cooperatively.
A school where students will develop critical thinking and problem solving skills.
A school where students and staff model the Eight Great Character Traits.
A school where students give to others and the greater community.

Student Pledge
I agree to carry out the following responsibilities to the best of my ability:
Come to school ready to learn and work hard.
Participate in my learning by paying attention to lessons and asking questions when I need help.
Bring necessary materials to class including backpack, folder, etc.
Complete all assigned homework including reading time.
Know and follow school and class rules.
Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:
Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
Regularly monitor my child's progress in school and communicate the importance of education and learning to my child.
Participate in school activities when possible.
Contact my child's teacher/school when wanting/needing more information about my child
Read information sent home from the school – both student work and school information
Encourage and help my child to complete necessary reading and homework
Respect the school, staff, students, and families.

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)

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council to develop this School Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for ELs. The School Site Council (SSC) is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. This is formalized in our school compact. The parent portion of our school compact reads as follows:

As a parent, I understand that participation in my student's education will help his/her achievement and attitude.
Therefore, I will continue to carry out the following responsibilities to the best of my ability:
~Make sure my child is on time and prepared each day for school, gets adequate sleep, regular medical attention, and proper nutrition.
~Read to my child or encourage my child to read daily.
~Monitor my child's homework and make sure study time is in a quiet place.
~Support the school's/district's homework, discipline and attendance policies.
~Know how my child is doing in school by communicating with teachers, especially if I have concerns.
~Celebrate my child's achievements, and help my child accept consequences for negative behavior.
~Ask my child about his/her day and review all information sent home from school.
~Attend Back to School Night, Parent-Teacher Conferences, Open House, and other school events.
~Encourage my child to use a variety of courseware at home or at a Bright Future Learning Center (BFLC) (library) in Galt.
~Recognize and celebrate my child's strengths.
~Respect the school, staff, students and families.

In addition to participation in a variety of district and school site committees, parents and students may also participate in annual listening circles and parent workshops covering a variety of topics.

Funding

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

Site funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not meeting academic standards, including students from the EL student group, Socioeconomically Disadvantaged student group, Students with Disabilities, and Foster Youth will benefit from the resources provided by state and federal funds. LCFF Supplemental & Concentration, Title I, II, and III funds will be used to hire and train support staff to provide reading and math intervention, extended day programs, homework clubs, curriculum coaches, and purchase supplemental curriculum.

Fiscal support (EPC)

See funding attached to goals and actions.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for River Oaks Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.0%	0.55%	0.56%	5	3	3
African American	1.2%	0.55%	1.12%	6	3	6
Asian	6.6%	6.46%	7.49%	33	35	40
Filipino	1.2%	0.92%	1.31%	6	5	7
Hispanic/Latino	49.1%	53.14%	53%	246	288	283
Pacific Islander	0.6%	0.55%	0.37%	3	3	2
White	39.5%	36.16%	33.15%	198	196	177
Multiple/No Response	0.8%	1.66%	3%	4	9	16
			Total Enrollment	501	542	534

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	64	86	66
Grade 1	74	65	79
Grade 2	64	73	71
Grade3	85	69	81
Grade 4	65	90	73
Grade 5	82	67	94
Grade 6	67	92	70
Total Enrollment	501	542	534

Conclusions based on this data:

1. Although our school district is experiencing declining enrollment, River Oaks' enrollment remains fairly steady.

2. A decline in kindergartners caused a collapse of a classroom. Other sites are offering full day kindergarten next year. We will offer two and a half day kindergarten classrooms for the 24-25 school year. In future, offering a full day kindergarten class may increase enrollment.

3. The school site is increasing another special education special day classroom and that is a full 11 students coming to the campus in the 2024-2025 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	106	110	93	21.20%	20.3%	17.4%
Fluent English Proficient (FEP)	20	19	19	4.0%	3.5%	3.6%
Reclassified Fluent English Proficient (RFEP)	22	32	34	4.4%	5.9%	6.4%

Conclusions based on this data:

1. As a site, we will look at our students individually to determine personalized supports that will allow them to be reclassified.

2. We will monitor ELD groups and notify families upon meeting criteria throughout the school year.

3. Percent of students classified as EL has slightly declined while the percent of students classified as R-FEP has slightly increased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	62	80	0	62	79	0	62	79	0.0	100.0	98.8
Grade 4	70	91	68	0	91	68	0	91	68	0.0	100.0	100.0
Grade 5	82	66	92	0	65	92	0	65	92	0.0	98.5	100.0
Grade 6	67	89	71	0	89	70	0	89	70	0.0	100.0	98.6
All Grades	308	308	311	0	307	309	0	307	309	0.0	99.7	99.4

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2416.	2449.		19.35	35.44		25.81	20.25		22.58	26.58		32.26	17.72
Grade 4		2455.	2455.		20.88	20.59		23.08	23.53		21.98	25.00		34.07	30.88
Grade 5		2499.	2501.		30.77	19.57		20.00	22.83		16.92	34.78		32.31	22.83
Grade 6		2533.	2517.		15.73	15.71		37.08	31.43		29.21	28.57		17.98	24.29
All Grades	N/A	N/A	N/A		21.17	22.98		27.04	24.27		23.13	29.13		28.66	23.62

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		17.74	18.99		59.68	67.09		22.58	13.92
Grade 4		20.88	14.71		63.74	61.76		15.38	23.53
Grade 5		20.00	19.57		63.08	60.87		16.92	19.57
Grade 6		22.47	15.71		53.93	57.14		23.60	27.14
All Grades		20.52	17.48		59.93	61.81		19.54	20.71

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		17.74	28.21		51.61	56.41		30.65	15.38
Grade 4		8.79	10.29		64.84	60.29		26.37	29.41
Grade 5		21.54	20.65		47.69	61.96		30.77	17.39
Grade 6		13.48	14.29		64.04	58.57		22.47	27.14
All Grades		14.66	18.83		58.31	59.42		27.04	21.75

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		14.52	20.51		72.58	70.51		12.90	8.97
Grade 4		10.99	8.82		76.92	75.00		12.09	16.18
Grade 5		10.77	10.87		75.38	72.83		13.85	16.30
Grade 6		20.22	8.57		65.17	80.00		14.61	11.43
All Grades		14.33	12.34		72.31	74.35		13.36	13.31

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		12.90	21.79		74.19	69.23		12.90	8.97
Grade 4		9.89	14.71		78.02	64.71		12.09	20.59
Grade 5		23.08	15.22		55.38	61.96		21.54	22.83
Grade 6		16.85	20.00		69.66	61.43		13.48	18.57
All Grades		15.31	17.86		70.03	64.29		14.66	17.86

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Conclusions based on this data:

1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to reading MAP scores.

2. The greatest percentage falling below standard overall is in the area of writing. This will continue to be an area of focus.

3. When comparing cohort groups, fourth grade shows a lower percentage of 'below standard' in the area of writing, however they had the highest in 'at or meeting standard' in the same area.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	62	80	0	62	79	0	62	79	0.0	100.0	98.8
Grade 4	70	91	68	0	91	68	0	90	68	0.0	98.5	100.0
Grade 5	82	66	92	0	65	92	0	65	92	0.0	100.0	100.0
Grade 6	67	89	71	0	89	70	0	89	70	0.0	100.0	98.6
All Grades	308	308	311	0	307	309	0	306	309	0.0	99.7	99.4

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2437.	2471.		17.74	35.44		27.42	37.97		40.32	11.39		14.52	15.19
Grade 4		2457.	2459.		7.78	11.76		33.33	22.06		32.22	44.12		26.67	22.06
Grade 5		2481.	2470.		15.38	8.70		24.62	15.22		29.23	35.87		30.77	40.22
Grade 6		2516.	2512.		15.73	18.57		28.09	20.00		21.35	25.71		34.83	35.71
All Grades	N/A	N/A	N/A		13.73	18.45		28.76	23.62		30.07	29.13		27.45	28.80

Overall Achievement for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.35	37.97		72.58	53.16		8.06	8.86
Grade 4		18.89	20.59		47.78	50.00		33.33	29.41
Grade 5		12.31	8.70		52.31	56.52		35.38	34.78
Grade 6		14.61	20.00		53.93	41.43		31.46	38.57
All Grades		16.34	21.36		55.56	50.81		28.10	27.83

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.35	35.44		53.23	50.63		27.42	13.92
Grade 4		13.33	10.29		62.22	58.82		24.44	30.88
Grade 5		15.38	10.87		52.31	53.26		32.31	35.87
Grade 6		14.61	15.71		59.55	50.00		25.84	34.29
All Grades		15.36	18.12		57.52	53.07		27.12	28.80

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.58	43.04		66.13	45.57		11.29	11.39
Grade 4		12.22	11.76		58.89	66.18		28.89	22.06
Grade 5		10.77	5.43		53.85	61.96		35.38	32.61
Grade 6		11.24	14.29		69.66	67.14		19.10	18.57
All Grades		13.73	18.45		62.42	59.87		23.86	21.68

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to math MAP scores.

2. Concepts and procedures is an area of strength for the third grade cohort, while this area was the highest percentage of below standard for the other cohorts across grade levels.

3. When comparing cohort groups, the percentage of below standard is the highest in our 5th grade group. These are our 6th graders this year. Math will continue to be an area of focus at River Oaks. They have had the most growth on MAP. It will be interesting to see this cohort's SBAC scores spring of 2024.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1412.6	1399.2	1472.3	1423.4	1416.2	1458.6	1388.1	1359.3	1503.8	14	25	15
1	1457.1	1450.3	1480.6	1458.5	1464.7	1486.6	1455.4	1435.2	1474.0	11	12	20
2	1499.8	1509.2	1500.8	1495.7	1492.3	1501.5	1503.6	1525.5	1499.7	18	11	13
3	1519.5	1502.2	1487.3	1524.0	1501.2	1483.7	1514.4	1502.6	1490.0	27	16	11
4	1530.3	1514.9	1500.0	1533.8	1515.9	1492.3	1526.2	1513.3	1507.4	17	18	12
5	1491.3	*	1534.3	1487.7	*	1536.2	1494.4	*	1531.8	12	8	11
6	1520.3	1562.3	*	1518.1	1578.5	*	1522.0	1545.6	*	13	11	9
All Grades										112	101	91

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Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	4.00	40.00	42.86	20.00	33.33	28.57	56.00	26.67	21.43	20.00	0.00	14	25	15
1	9.09	0.00	15.00	45.45	41.67	45.00	45.45	50.00	35.00	0.00	8.33	5.00	11	12	20
2	33.33	36.36	15.38	44.44	54.55	61.54	16.67	9.09	23.08	5.56	0.00	0.00	18	11	13
3	37.04	25.00	0.00	44.44	50.00	54.55	11.11	12.50	36.36	7.41	12.50	9.09	27	16	11
4	47.06	27.78	0.00	17.65	44.44	75.00	29.41	16.67	8.33	5.88	11.11	16.67	17	18	12
5	0.00	*	18.18	41.67	*	63.64	50.00	*	9.09	8.33	*	9.09	12	*	11
6	7.69	27.27	*	38.46	54.55	*	38.46	18.18	*	15.38	0.00	*	13	11	*
All Grades	24.11	16.83	14.29	39.29	40.59	56.04	27.68	31.68	23.08	8.93	10.89	6.59	112	101	91

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	12.00	26.67	42.86	36.00	33.33	28.57	32.00	40.00	21.43	20.00	0.00	14	25	15
1	18.18	25.00	30.00	36.36	41.67	45.00	45.45	33.33	20.00	0.00	0.00	5.00	11	12	20
2	38.89	36.36	30.77	38.89	54.55	30.77	16.67	9.09	38.46	5.56	0.00	0.00	18	11	13
3	59.26	31.25	18.18	29.63	50.00	63.64	7.41	6.25	9.09	3.70	12.50	9.09	27	16	11
4	64.71	50.00	16.67	17.65	33.33	66.67	11.76	5.56	8.33	5.88	11.11	8.33	17	18	12
5	33.33	*	45.45	50.00	*	36.36	8.33	*	9.09	8.33	*	9.09	12	*	11
6	23.08	72.73	*	46.15	27.27	*	23.08	0.00	*	7.69	0.00	*	13	11	*
All Grades	39.29	31.68	28.57	35.71	42.57	46.15	17.86	15.84	19.78	7.14	9.90	5.49	112	101	91

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	33.33	35.71	8.00	33.33	50.00	72.00	26.67	14.29	20.00	6.67	14	25	15
1	0.00	8.33	10.00	54.55	16.67	30.00	36.36	41.67	50.00	9.09	33.33	10.00	11	12	20
2	22.22	27.27	7.69	55.56	45.45	69.23	16.67	27.27	23.08	5.56	0.00	0.00	18	11	13
3	14.81	6.25	0.00	44.44	37.50	27.27	29.63	50.00	54.55	11.11	6.25	18.18	27	16	11
4	17.65	0.00	0.00	29.41	38.89	25.00	29.41	44.44	50.00	23.53	16.67	25.00	17	18	12
5	0.00	*	0.00	8.33	*	36.36	83.33	*	45.45	8.33	*	18.18	12	*	11
6	0.00	18.18	*	23.08	27.27	*	46.15	54.55	*	30.77	0.00	*	13	11	*
All Grades	9.82	6.93	8.79	37.50	25.74	36.26	38.39	52.48	41.76	14.29	14.85	13.19	112	101	91

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Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	12.00	33.33	57.14	76.00	66.67	28.57	12.00	0.00	14	25	15
1	27.27	50.00	50.00	63.64	41.67	45.00	9.09	8.33	5.00	11	12	20
2	33.33	54.55	30.77	61.11	36.36	69.23	5.56	9.09	0.00	18	11	13
3	62.96	31.25	18.18	25.93	56.25	63.64	11.11	12.50	18.18	27	16	11
4	58.82	55.56	25.00	35.29	38.89	75.00	5.88	5.56	0.00	17	18	12
5	8.33	*	27.27	83.33	*	54.55	8.33	*	18.18	12	*	11
6	7.69	54.55	*	69.23	45.45	*	23.08	0.00	*	13	11	*
All Grades	35.71	36.63	30.77	51.79	52.48	62.64	12.50	10.89	6.59	112	101	91

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Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	12.00	13.33	71.43	68.00	73.33	14.29	20.00	13.33	14	25	15
1	0.00	8.33	30.00	100.00	75.00	60.00	0.00	16.67	10.00	11	12	20
2	50.00	18.18	38.46	44.44	81.82	61.54	5.56	0.00	0.00	18	11	13
3	70.37	68.75	18.18	22.22	18.75	72.73	7.41	12.50	9.09	27	16	11
4	52.94	44.44	25.00	41.18	44.44	66.67	5.88	11.11	8.33	17	18	12
5	66.67	*	90.91	25.00	*	0.00	8.33	*	9.09	12	*	11
6	61.54	100.00	*	30.77	0.00	*	7.69	0.00	*	13	11	*
All Grades	49.11	39.60	37.36	43.75	48.51	53.85	7.14	11.88	8.79	112	101	91

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Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	33.33	85.71	84.00	60.00	14.29	16.00	6.67	14	25	15
1	27.27	33.33	20.00	54.55	8.33	50.00	18.18	58.33	30.00	11	12	20
2	44.44	9.09	23.08	50.00	90.91	76.92	5.56	0.00	0.00	18	11	13
3	18.52	0.00	0.00	70.37	75.00	63.64	11.11	25.00	36.36	27	16	11
4	23.53	0.00	0.00	41.18	72.22	75.00	35.29	27.78	25.00	17	18	12
5	0.00	*	0.00	83.33	*	81.82	16.67	*	18.18	12	*	11
6	7.69	18.18	*	30.77	45.45	*	61.54	36.36	*	13	11	*
All Grades	18.75	7.92	13.19	59.82	64.36	63.74	21.43	27.72	23.08	112	101	91

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	42.86	12.00	66.67	42.86	48.00	26.67	14.29	40.00	6.67	14	25	15
1	9.09	0.00	25.00	81.82	91.67	70.00	9.09	8.33	5.00	11	12	20
2	22.22	54.55	30.77	66.67	45.45	61.54	11.11	0.00	7.69	18	11	13
3	18.52	12.50	18.18	74.07	87.50	63.64	7.41	0.00	18.18	27	16	11
4	17.65	11.11	25.00	64.71	77.78	66.67	17.65	11.11	8.33	17	18	12
5	0.00	*	9.09	91.67	*	81.82	8.33	*	9.09	12	*	11
6	15.38	27.27	*	84.62	72.73	*	0.00	0.00	*	13	11	*
All Grades	18.75	15.84	30.77	71.43	70.30	60.44	9.82	13.86	8.79	112	101	91

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. When analyzing the mean scores by domain, we noticed that in grades 5th grade cohort had the highest mean score overall for the site for "well developed". We attribute this to the rigor of our ELA curriculum, incorporating small group instruction and the commitment to the frequency that writing is being practiced in the classroom.

2. Based on domain performances, we need to continue to focus on all domains by giving students regular opportunities to read, write, speak, and listen in the classroom.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
534	**54.1**	**17.4**	**0.4**
Total Number of Students enrolled in River Oaks Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	93	17.4
Foster Youth	2	0.4
Homeless	19	3.6
Socioeconomically Disadvantaged	289	54.1
Students with Disabilities	93	17.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.1
American Indian	3	0.6
Asian	40	7.5
Filipino	7	1.3
Hispanic	283	53
Two or More Races	16	3
Pacific Islander	2	0.4
White	177	33.1

Conclusions based on this data:

1. Our Hispanic student population continues to be our highest population of students by race/ethnicity. We are continuing to work to increase student achievement for this student population.

2. Our Socioeconomically Disadvantaged population continues to be our largest student group. We are continuing to work to increase student achievement for this student group.

3. Students with disabilities continues to be a significant student group at River Oaks, especially in comparison to other school sites in our district. 17.4% of our student population is on an IEP. We are continuing to work to increase student achievement for this student population.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Green		
English Learner Progress Green		

Conclusions based on this data:

1. Chronic Absenteeism is an area of focus for River Oaks. We will continue to seek ways to promote regular attendance.

2. The River Oaks staff continues to find alternative ways of discipline to suspension and decrease the number of suspensions at the site.

School and Student Performance Data

Academic Performance
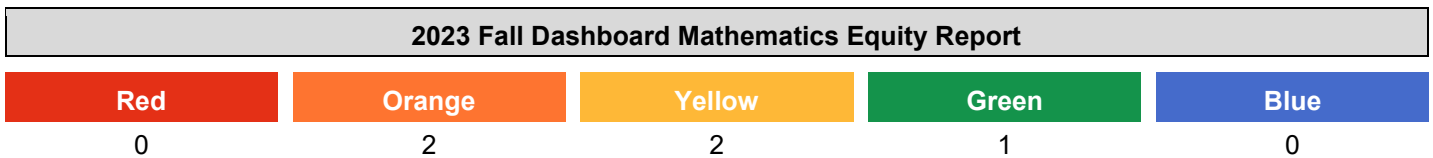### English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	1	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
2 points below standard	28.2 points below standard	0 Students
Increased +6.1 points	Increased +13.1 points	
309 Students	75 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
	19.7 points below standard	77.3 points below standard
7 Students	Increased +3.6 points	Increased +3 points
	173 Students	60 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 3 Students	62 points above standard Increased Significantly +32.8 points 20 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 22.6 points below standard Increased +3.7 points 160 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	Green 16 points above standard Increased +3.1 points 112 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
80.2 points below standard	31.2 points above standard	2.9 points above standard
Decreased -3.5 points	Increased Significantly +23.6 points	Increased +3 points
40 Students	35 Students	219 Students

Conclusions based on this data:

1. We are continuing to make our Socioeconomically Disadvantaged student group a target group as it is more than half of our student population. Meeting their social and emotional needs will be important for the success of their academic achievements at school.

2. Our English Learners are continuing to receive support through designated and integrated ELD.

3. Students with Disabilities continue to be a target group. The district has purchased ELA and math curriculum for this student group to better support their needs while still teaching grade level content.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	1	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
22.1 points below standard	52.7 points below standard	0 Students
Increased +7 points	Maintained +2.1 points	
309 Students	75 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Orange
7 Students	36.6 points below standard	93.1 points below standard
	Increased +5.7 points	Decreased -3 points
	173 Students	60 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 3 Students	46.2 points above standard Increased Significantly +30.6 points 20 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 44.6 points below standard Increased +5.7 points 160 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	Green 1.1 points below standard Increased +3.5 points 112 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
87.7 points below standard Maintained +1.2 points 40 Students	12.7 points below standard Decreased -4.7 points 35 Students	16.9 points below standard Increased +7 points 219 Students

Conclusions based on this data:

1. We are continuing to make our Socioeconomically Disadvantaged students a target student group.

2. Our English Learners are continuing to receive support through designated and integrated ELD and specifically will have needs to target mathematical language in the content for ELs.

3. Students with Disabilities continue to be a target group. The district purchased math curriculum that is designed to better support students with disabilities.

School and Student Performance Data

Academic Performance
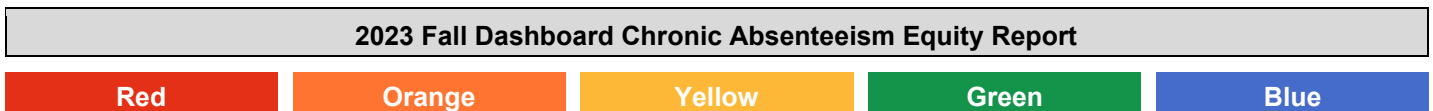### English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
53.3% making progress towards English language proficiency
Number of EL Students: 75 Students
Performance Level: 3
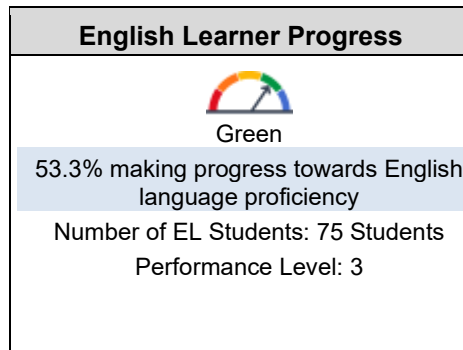
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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
8	27	1	39

Conclusions based on this data:

1. Through designated and integrated ELD, we are continuing to strive to improve English Learner progress.

2. Long Term English Learners (LTEL) continue to be a focus group within progress monitoring.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
24.3% Chronically Absent	20% Chronically Absent	
Declined Significantly -23.2	Declined -27.7	3 Students
547 Students	105 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
27.8% Chronically Absent	Yellow	Orange
Declined -41.5	28% Chronically Absent	37.5% Chronically Absent
18 Students	Declined Significantly -25.9	Declined -22.7
	300 Students	128 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 3 Students	Green 7.5% Chronically Absent Declined -21.4 40 Students	Less than 11 Students 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 28% Chronically Absent Declined Significantly -23.8 289 Students	31.3% Chronically Absent 0 16 Students	Less than 11 Students 2 Students	Yellow 21.4% Chronically Absent Declined Significantly -23.8 182 Students

Conclusions based on this data:

1. Based on the data, chronic absenteeism appears to be an area of concern for all groups, however they have all made progress in decreasing the percentage of students being chronically absent. Our School Attendance Review Team (SART) will analyze absenteeism by these student populations and what steps to take to help support families to decrease the amount of days missed.

2. Based on the data, chronic absenteeism continues to be an area of concern for our Students with Disabilities. Our SART will analyze absenteeism by this student group to determine if our data is reflective of the group as a whole, or if it is a few students with chronic medical conditions. Administration and special education specialists will also be collaborating with families to support increasing daily attendance.

3. The Socioeconomically Disadvantaged student group represented more than half of our overall student population being chronically absent. This group declined significantly and will continue to be an area of focus with our SART process.

School and Student Performance Data
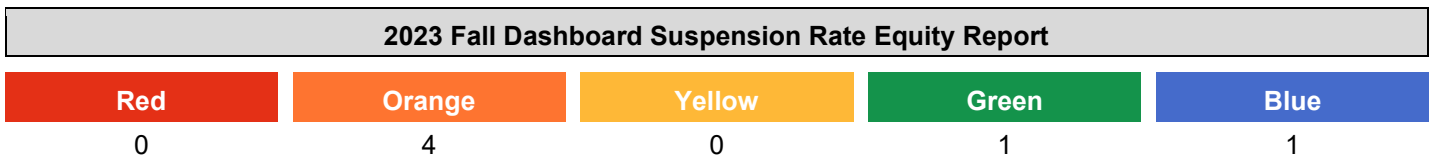
Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	1	1

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
1.1% suspended at least one day	2.8% suspended at least one day	3 Students
Increased 0.4	Increased 2	
552 Students	107 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
10.5% suspended at least one day	Orange	Orange
Increased 10.5	2% suspended at least one day	2.3% suspended at least one day
19 Students	Increased 1.1	Increased 2.3
	303 Students	128 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 3 Students	Blue 0% suspended at least one day Maintained 0 41 Students	Less than 11 Students 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 1% suspended at least one day Maintained 0.1 290 Students	0% suspended at least one day 16 Students	Less than 11 Students 2 Students	Orange 1.6% suspended at least one day Increased 1.1 185 Students

Conclusions based on this data:

1. Restorative practices as well as other measurable interventions will continue to be used as an alternative to suspensions.

2. Continue to monitor students through MTSS and IEP process to support with preventative behavioral supports for students who have been suspended.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Learner Engagement
Engaging the PreK-grade 6 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Engaging the PreK-grade 8 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Meeting the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Based on the data listed below, Winter to Winter DRA data decreased by 5%. A need has been identified as increasing student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development. The benchmarks of the DRA was adjusted this year and staff had to adjust with this change as well as the students.

Winter 2023 to Winter 2024 MAP in the area of reading is similar to the identified needs already stated based on DRA data, cycles of improvement need to take place at all grade levels. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies is also needed. Additional support with an emphasis on how the ELA standards shift from primary grades to intermediate. Intermediate grade levels can benefit from professional development in foundational reading skills and practices with district curriculum use of SIPPS. That can be implemented in the coming school year.

Winter 2023 to Winter 2024 MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and pacing guides are needed at all grade levels.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of K-3rd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year	Baseline: During 21-22 Trimester 2 DRA data indicates that 56% of K-2nd grade students met or exceeded all benchmarks. During 22-23 Trimester 2, 60% of K-3rd grade students met or exceeded all benchmarks on District Reading Assessment (DRA).	2024-2025 60% of all K-3rd grade students will met or exceed all benchmarks on the DRA Tri 2.

	Actual Outcome: During 23-24 Trimester 2, 55% of K-3rd grade students met or exceeded all benchmarks on District Reading Assessment (DRA).	
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile in Math on the winter MAP assessment will increase at least 5% each year.	Baseline: 2021-2022: 38% met or exceeded the 60th percentile in Math for the Winter MAP assessment. During the 22-23 Winter MAP assessment, 39% of 1st-6th grade students met or exceeded the 60th percentile in Math. Actual Outcome: During the 23-24 Winter MAP assessment, 48% of 1st-6th grade students met or exceeded the 60th percentile in Math.	At least 53% of 1st-6th grade students in all student groups will meet/exceed the 60th percentile in Math on the Winter 2024 MAP assessment.
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile in Reading on the winter MAP assessment will increase at least 5% each year.	Baseline 2021-2022: 51% of 1st-6th grade students, in all student groups, met or exceeded the 60th percentile in Reading on the Winter 2022 MAP assessment. During the 22-23 Winter MAP assessment, 45% of all 1st-6th grade students met or exceeded the 60th percentile in Reading. Actual Outcome: During the 23-24 Winter MAP assessment, 49% of all 1st-6th grade students met or exceeded the 60th percentile in Reading.	At least 54% of 1st-6th grade students in all student groups will meet/exceed the 60th percentile in Reading on the Winter 2024 MAP assessment.
All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	2020 Data: Not reported 2021-2022 Dashboard - Mathematics All students: Low, 29.1 points below standard White: Medium, 4.6 points below standard Hispanic: Low, 50.3 points below standard Socioeconomically Disadvantaged: Low, 42.3 points below standard Students with Disabilities: Low, 90.1 points below standard English Learners: Low, 54.8 points below standard 2022-2023 CA Dashboard-Mathematics All students: GREEN, 22.1 points below standard	All students: GREEN, 12.1 points below standard White: 9.1 points above standard Hispanic: 34.6 points below standard Socioeconomically Disadvantaged: 26.6 points below standard Students with Disabilities: 83.1 points below standard All English Learners: 42.7 points below standard

	White: GREEN, 1.1 points below standard Hispanic: YELLOW, 44.6 points below standard Socioeconomically Disadvantaged: YELLOW, 36.6 points below standard Students with Disabilities: ORANGE 93.1 points below standard All English Learners: Orange 52.7 points below standard	
All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.	2020 Data: Not reported 2021-2022 Dashboard - ELA All students: Low, 8.0 points below standard White: High,12.9 points above standard Hispanic: Low, 26.3 points below standard Socioeconomically Disadvantaged: Low, 23.3 points below standard Students with Disabilities: Very Low, 80.3 points below standard English Learners: Low, 41.3 points below standard 2022-2023 Dashboard-ELA All students: GREEN, 2.0 points below standard White: GREEN, 16 points above standard Hispanic: YELLOW, 22.6 points below standard Socioeconomically Disadvantaged: YELLOW 19.7 points below standard Students with Disabilities: ORANGE, 77.3 points below standard All English Learners: YELLOW, 28.2 points below standard	All students: GREEN, 8.0 points above standard White: GREEN, 26 points above standard Hispanic: YELLOW, 12.6 points below standard Socioeconomically Disadvantaged: YELLOW 9.7 points below standard Students with Disabilities: ORANGE, 67.3 points below standard All English Learners: YELLOW, 18.2 points below standard
English Learners making Annual Progress in learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.	2020 Data: Not reported The 2022 Fall Dashboard indicates that English Learner Progress was 47.9% The 2023 CA Dashboard indicates that English Learner Progress was 53.3%.	Increase the percentage of English Learner Progress to at least 58.3%
English Learner reclassification rate will increase at least 3% each year.	The 2019-2020 reclassification rate was 4.7% The 2021-2022 reclassification rate was 28% The 2022-2023 reclassification rate was 14%	Increase the English Learner reclassification rate to at least 15%

Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources will be maintained at 100%.	2021-2022 Baseline Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources was 100% 2022-2023 Actual Outcome Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources was maintained at 100%.	Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources will be maintained at 100%.
All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%	2022-2023 100% of K-6 teachers received professional development that focuses on literacy, well-being and equitable practices.	Maintain 100% access to professional development opportunities.
Parent CalSCHLS survey will increase 10% each year with a goal of 80 parents	2021-22 Baseline 70 families completed the Parent CalSCHL survey for the 2022-2023 school year. 2022-2023 Actual Outcome 59 families completed the Parent CalSCHL survey for the 2023-2024 school year.	Parent CalSCHL survey will be completed by a minimum of 65 families.
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites.	2021-22 Baseline River Oaks has a current rating of GOOD 2022-2023 River Oaks has a current rating of GOOD 2023-2024 Actual Outcome River Oaks has a current rating of GOOD	River Oaks will maintain its rating of GOOD.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue certificated K-6 staffing to implement high quality K-3 reading instruction with class size reduction. Mentor teachers will support general education and special education intern teachers. Admin will collaborate with intern college support providers and coaches.	All Students	76,454.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants 9209.70 Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants 31,769.13

				LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants 61,657.02 Title I 2000-2999: Classified Personnel Salaries Instructional Assistants 600 LCFF - Supplemental 2000-2999: Classified Personnel Salaries IA/BIA Substitute Coverage
1.2	Fall 2024 MAP scores will be used to set growth goals for students in reading and math. Teachers will determine if students need to make a year's growth or more than a year's growth. Progress towards meeting these goals will be shared with parents and students after the winter/spring 2025 testing windows. Teachers will determine if students met their individual growth goals based on winter/spring 2025 MAP scores.	All Students		100.00 LCFF - Supplemental 4000-4999: Books And Supplies Student Incentives
1.3	SBAC reports will be shared with staff, students, and parents to monitor growth from 2023 to 2024.	All students grades 3-6		
1.4	Professional development with adopted ELD curriculum will be provided. School-wide focus will be on integrated ELD lessons and instructional strategies. EL students will receive a minimum of 150 minutes per week of ELD instruction.	All English Learners		1080 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries ELAC Meetings, Parent Conferences, Back to School Night interpreting
1.5	All K-4 students will receive whole group SIPPS reading instruction daily. All K-3 students not reading at grade level will have a daily intervention group in addition to their SIPPS instruction. Implement small group reading instruction for students in 4th-6th grades that are not reading on grade level. Intervention data will be recorded and monitored by classroom teacher and/or support staff.	All Students		100.00 LCFF - Supplemental 4000-4999: Books And Supplies Read Alouds/Supplemental books
1.6	We will increase learner support in the area of math through the use of instructional assistants. The leadership team will develop curriculum-based consistencies for every grade level.	All students		
1.7	All staff will participate in high quality professional development opportunities for implementation of curriculum.	All Students		
1.8	Math instruction and learner progress will be monitored and evaluated through classroom observations, module pacing, and assessment scores which will be reviewed throughout the school year during Academic Conferences and PLC meetings.	All Students		

1.9	Site funds will be used to purchase NGSS supplies and supplemental curriculum, as well as NGSS professional development.	All Students	1000 LCFF - Supplemental 4000-4999: Books And Supplies NGSS Materials and Supplies
1.10	Site funds will be used to support online learning to differentiate instructional support.	All Students	7685.76 LCFF - Supplemental 4000-4999: Books And Supplies Accelerated Reader 2756.43 LCFF - Supplemental 4000-4999: Books And Supplies Discovery Education 600.00 LCFF - Supplemental 4000-4999: Books And Supplies Starfall 355.00 LCFF - Supplemental 4000-4999: Books And Supplies Mystery Science 2500 LCFF - Supplemental 4000-4999: Books And Supplies Zearn 370.36 LCFF - Supplemental 4000-4999: Books And Supplies Studies Weekly
1.11	GATE Resources and materials for GATE students.	All GATE Students	50.00 LCFF - Supplemental 4000-4999: Books And Supplies GATE Project Based Learning Units
1.12	Classroom observations will be completed as determined by the current evaluation plan.	All Students	
1.13	Synergy ParentVUE &/or ClassDojo will be used to communicate students' progress to parents.	All Students	
1.14	SPSA goals and data will be shared with all stakeholders.	All Students	
1.15	A 5 year routine facilities maintenance plan has been developed.	All Students	
1.16	Technology equipment to support access to educational resources	All Students	2200.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Projectors (3) 200.00 LCFF - Supplemental 4000-4999: Books And Supplies Audio equipment

			1750.00 LCFF - Supplemental 4000-4999: Books And Supplies Printers (1 color,1 B/W) 3462.36 LCFF - Supplemental 4000-4999: Books And Supplies Paper
1.17	Teachers meet each trimester for Academic Conferences to support instructional decisions based on reviewing local and statewide assessment data and results. The PLCs will meet as a team along with administration to develop PDSA cycles and support instructional next steps for targeting student growth and set student goals. Teachers will also meet monthly as needed for MTSS meetings to support student academic and behavioral needs for tier 1-3 supports.	All Students	5036.67 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the site has provided resources and materials according to the needs communicated by various stakeholders with various needs related to the goal. The staff utilized the resources purchased to implement within the curriculum accordingly. Supplemental resources have been purchased and staff reflect and analyze the data with the lens of how this supplemental material is helping to support the progress of these goals.

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

The previous school year's expenditures were written with a decreased budget and with the increase of prices towards materials, services, and raises, there were adjustments to make in order to end the year with a balanced budget. Funds were adjusted as needed to meet these needs. All intended implementation was produced this year in order to utilize those strategies/activities to meet the articulated goal.

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

The biggest adjustment was the professional development and trainings provided throughout the course of the school year to support and achieve these annual outcomes/metrics towards reaching the goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Whole Learner Development
Promoting K-6 whole learner development through social and emotional learning (SEL) opportunities in a variety of environments.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the data below, a key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions.

Chronic Absenteeism: 23% in the 2021-22 school year. The 2021-22 school year included 3 suspensions and 1 expulsion.
Chronic Absenteeism: 47.5% in the 2022-23 school year. The 2022-2023 school year included 5 suspensions and 0 expulsion.

On the most recent CalSCHLS grades 5-8 student Survey:
Students who felt there are caring adults at the school increased from 2022-2023 to 2023-2024 survey results by 4%. Students also felt the anti-bullying climate has increased which is a huge improvement from the previous year. However, students still express a need to feel safe at school, particularly in the 5th grade cohort even though 6th graders had a 13% growth in this area.
Social Emotional Learning (SEL): All stakeholder groups (DAC, DELAC, SpEd PAC, Admin., etc.) and the district MTSS Committee identified the need to make SEL a priority and integrated throughout the school day.

Based on current data, the school site will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, parent/guardian notification, and access to appropriate support personnel such as social workers.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance will increase or maintain to 94% or greater.	Baseline: (CALPADS) The 2018-19 daily attendance = 95% The 2022-April 2023 daily attendance = 92.67% Actual Outcome: The 2023-April 2024 daily attendance = 94%	The daily attendance will be at 95% or higher.

Chronic Absenteeism will decrease by 5% or greater for every student group.	Baseline: The 2021-2022 chronic absenteeism: All students: Very High, 47.5% White: Very High, 45.3% Hispanic: Very High, 51.8% Socioeconomically Disadvantaged: Very High, 53.9% Students with Disabilities: Very High, 60.2% All English Learners: Very High, 47.7% The 2022-2023 chronic absenteeism: All students: Yellow, 24.3% White: Yellow, 21.4% Hispanic: Yellow, 28% Socioeconomically Disadvantaged: Yellow, 28.0% Students with Disabilities: Orange, 37.5% All English Learners: Yellow, 20.0%	The chronic absenteeism rate will be 5% or less. All students: 19.3% White: 16.4% Hispanic: 23% Socioeconomically Disadvantaged: 23% Students with Disabilities: 32.5% All English Learners: 15%
The suspension rate will decrease by 1% or greater for every student group.	Baseline The 2021-2022 suspension rate All Students: Low, 0.7% English Learners: Low, 0.8% Socioeconomically Disadvantaged: Low, 0.9% Students With Disabilities: Very Low, 0.0% Hispanic: Low, 1% White: Very Low, 0.5% 2022-2023 suspension rate All Students: Orange, 1.1% English Learners: Orange, 2.8% Socioeconomically Disadvantaged: Orange, 2.0% Students With Disabilities: Orange, 2.3% Hispanic: Green, 1% White: Orange, 1.6%	The suspension rate will decrease by 1% All Students: 0.1% English Learners: 1.8% Socioeconomically Disadvantaged: 1.0% Students With Disabilities: 1.3% Hispanic: 0% White: 0.6%
The expulsion rate will remain at 0%	Baseline The 2021-2022 expulsions = 1 The 2022-2023 expulsions = 0	The expulsion rate will decrease to 0%
Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	Actual Outcome 2023-2024: 47% - the school encourages them to be an active partner. 51% - the school promotes academic success for all students. 47% - the school is a safe place for their child. 58% - the school treats students with respect.	52% of the respondents "strongly agree" that the school encourages them to be an active partner. 56% of respondents "strongly agree" that the school promotes academic success for all students. 52% of respondents "strongly agree" that the school is a safe place for their child. 63% of respondents "strongly agree" that the school treats students with respect.

Percentage of students in grades 5-6 responding, "Yes, most, or all of the time" on the annual CalSCHLS survey will increase the areas that are below 80%.	Actual Outcome 2023-2024: 71% of 5th graders and 72% of the 6th graders responded that they feel connected to the school 83% of 5th graders and 84% of 6th graders responded that they experience academic motivation. 72% of 5th graders and 74% of 6th graders responded that there are caring adults in school. 79% of 5th graders and 86% of the 6th graders responded that there are SEL supports at school. 81% of 5th graders and 86% of 6th graders feel safe at school based on their responses.	Increase the number of areas below 80%.
Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites	2022-2023 River Oaks has a current rating of GOOD

2023-2024 Actual Outcome River Oaks has a current rating of GOOD | Maintain a rating of GOOD. |
| Williams Facilities Complaints will be maintained at ZERO (0). | 2022-2023 ZERO

2023-2024 ZERO | Maintain ZERO |

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Support staff, parents, and students in using strengths-based talent information and motivation data (CalSCHLS) to address whole child learning and motivation.	All Students	
2.2	The attendance secretary and administration will work together in using Synergy to monitor student attendance. The SART committee will meet to support targeted chronic absentee families. The district's SARB procedures will be implemented. Reward systems are in place to motivate students to attend school.	All Students	50.00 LCFF - Supplemental 4000-4999: Books And Supplies Student Incentives
2.5	The Wellness Committee will meet at least once per trimester to monitor the Wellness Action Plan.	All Students	
2.6	All students will participate in at least one service learning opportunity annually.	All Students	50.00 LCFF - Supplemental 4000-4999: Books And Supplies Service Learning Projuects

2.7	Extended Day will be available to those students not meeting grade level standards. After school expanded learning will be available to students based on criteria.	All Students	
2.8	SEL curriculum, Second Step supplemental materials, visuals, posters	All Students	100.00 LCFF - Supplemental 4000-4999: Books And Supplies Second Step Resources

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Staff have implemented the SEL curriculum with fidelity this school year than in past years. The school's social worker has provided support for tier 2 and 3 needs on site for social and emotional needs as needed through our MTSS process and or teacher referral system. The site also has implemented through the county office of education a mental health clinician to provide tier 3 supports/therapy services to students as well.

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

The only major difference was the county's resource of a mental health clinician being added to our school in the middle of the school year was an added resource we were not intended to have and we able to utilize. It does not cost our district or site any funds as it is provided through SCOE. This has provided warranted intensive support to students who were being referred to outside counseling and perhaps not always receiving it for various reasons. This continued support next year will hopefully continue and be a support to reaching our goals in this particular area of social and emotional needs.

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.

Our SARB process will continue to make changes as we need to adjust to the new system we implemented through the district this school year to decrease the chronic absenteeism rates. We have followed the new protocols and seen a decrease in this rate within the 2023-2024 school year but do not have results yet on that measurement. We will make adjustments to that area as needed throughout the 2024-2025 school year as well.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$70,325.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$209,136.43
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	$61,657.02
Title I Part A: Parent Involvement	$1,080.00
Title III	$9,209.70

Subtotal of additional federal funds included for this school: $71,946.72

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

State or Local Programs	Allocation ($)
LCFF - Supplemental	$137,189.71

Subtotal of state or local funds included for this school: $137,189.71

Total of federal, state, and/or local funds for this school: $209,136.43

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
LCFF - Supplemental	137,189.71	0.00
Title I Part A: Parent Involvement	1,080	0.00
Title I	61,657.02	0.00
Title III	9,209.70	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	137,189.71
Title I	61,657.02
Title I Part A: Parent Involvement	1,080.00
Title III	9,209.70

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,116.67
2000-2999: Classified Personnel Salaries	179,689.85
4000-4999: Books And Supplies	21,129.91
5000-5999: Services And Other Operating Expenditures	2,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,036.67
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	108,823.13
4000-4999: Books And Supplies	LCFF - Supplemental	21,129.91
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,200.00
2000-2999: Classified Personnel Salaries	Title I	61,657.02
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,080.00
2000-2999: Classified Personnel Salaries	Title III	9,209.70

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	208,936.43
Goal 2	200.00

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

Name of Members	Role
Tina Homdus	Principal
Ericka Taguines	Classroom Teacher
Dani Wildermuth	Classroom Teacher
Danielle Goldberg	Classroom Teacher
Ashley George	Other School Staff
Stephanie Gutierrez	Parent or Community Member
Joe Eachus	Parent or Community Member

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