School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rio Calaveras Elementary	39686766115422		12/17/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Rio Calaveras' approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

Educational Partner Involvement

How, when, and with whom did your 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 Calaveras staff meet regularly with our School Site Council (SSC) to review CA Dashboard, I-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Rio Calaveras' goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- November 3rd, 2023
- December 8th, 2023
- January 18th, 2024
- April 20th, 2024
- November 15, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting last year August 10, 2023
- Title 1 Parent Meeting this year August 16, 2024
- English Language Advisory Committee on October 27, 2023
- English Language Advisory Committee on December 15, 2023

- English Language Advisory Committee on April 5, 2024
- English Language Advisory Committee on May 17, 2024
- English Language Advisory Committee on December 3, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS)
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Rio Calaveras, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	24.2 points below standard (orange)	48.4 ponts below standard (yellow)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	population too small, no indicator	X	X	N/A
Students with Disabilities	114.5 ponts below standard (red)	162.5 points below standard (red)	10.5% suspended at least one day (red)	X	N/A	N/A
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

English Learners:

* No homework support at home

*Language barrier causing them to struggle with word problems that make up so much of common core math

Students with Disabilities:

*Not being fully staffed to provide for student needs

*Teacher is just learning to deliver SIPPS for Reading

*We are struggling finding a way to help them be better able to do the CC Math Standards

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	11.9 points below standard (orange)	54.5 points below standard (orange)	4.4% suspended at least one day (orange)			
Foster Youth						
English Learner	24.2 points below standard (orange)					
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged			4.6% suspended at least one day (orange)			
Student with Disabilities	114.5 points below standard (red)	162.5 points below standard (red)	10.5% suspended at least one day (red)	39.4% chronically absent (red)		
African American	66.7 points below standard (orange)	110.5 points below standard (red)		24% chronically absent (orange)		
American Indian/ Alaskan Native						
Asian						
Filipino		29.1 points below standard (orange)		12.1% chronically absent (orange)		
Hispanic	29.6 points below standard (orange)		8.1% suspended at least one day (red)			
Two or More Races				27.9% chronically absent (orange)		

Pacific Islander/ Native Hawaiian					
White			5.4% suspended at least one day (orange)	33.3% chronically absent (orange)	

Serious major gaps in Reading and Math performance were observed between African American and Students With Disabilities student groups on the CA Dashboard Indicators for Rio Calaveras Elementary School.

Trend data was also reviewed year over year which resulted in observing CAASPP, I-Ready scores and SIPPS initial testing. Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified Academic Vocabulary, Math Discourse, and Numbers and Operations, plus foundational reading as an area of focus for this 2024-2025 school year due to how far students are from meeting the goal of proficient or above. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Structured and Intentional Academic Vocabulary Instruction
- Structured and Intentional Math Discourse and Math foundational skills instruction
- SIPPS Reading for Foundational Reading Skills

Site collaborates with educational partners through School Site Council, Leadership Team, Advisory and ELAC Groups. Stakeholders include parents, teachers, staff and community members. The School Site Council regularly regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA implementation and effectiveness through periodic progress checks and a final Annual Review. Summary of evaluations, data analysis, surveys, empathy interviews, and educational partner input are documented in a Comprehensive Needs Assessment. The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA are to look at assessment data in Accelerated Reader, i-Ready Testing, and the State of California Interim Benchmark Assessment Data. Other items considered are attendance and chronic absenteeism rates, referral rates for discipline and the times incidents take place.

School Site Council Collaboration, feedback and review sessions inform decision making and planning for potential SPSA modifications and improvement. School Site Council convened on the following dates:

November 03, 2023

December 08, 2023

January 18, 2024

April 20, 2024

School Leadership and Parent Coffee Hours collaboration, feedback and review sessions inform decision making and planning for potential SPSA modifications and improvement.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	ELA: By EOY 2025, per I-Ready 3rd Diagnostic scores 79 students or more will raise their scores to proficient or near grade level in Reading. Math: By EOY 2025, per I-Ready 3rd Diagnostic scores 79 or more student will raise their scores to proficient or near grade level in Math. Scores will looked at in Trimesters 1, 2, and 3 on I-Ready Math and Reading. We will compare expected tasks assigned to tasks completed at 75% or above on Lexia, Power Up and Reading Plus, as well as MobyMaxx

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.

Teachers continue to need professional development in scaffolding instruction and using essential standards to plan instruction. They need to have continuing professional development in Plan, Do, Study, Act Process.

Students with disabilities are slow to make progress in Reading and Math goals for the CAASPP. Students are showing growth with SIPPS which needs to continue.

Students are not progressing in Math at the rate they do in Reading.

There was a slight decline in ELL progress on California Dashboard indicators. ELL support for reading through SIPPS is needed along with focus on essential standards.

CAST Scores show that 70% of students are performing below grade level in NGSS standards.

Chronic absenteeism continues to be an issue post pandemic. We need to decrease chronic absenteeism by at least 15% to get back to pre-pandemic numbers.

Our suspension rate increased this year by several days and broke over 100 days of suspension. Most of our suspension were a result of several girls in middle school having multiple fights.

We need to have restorative practices schoolwide to help our students change behaviors before they get to suspension.

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
i-Ready Reading Scores	161 students (20.4%) are 2 or more grade levels below in Reading per i-Ready 3rd diagnostic	Reduce those scoring 2 or more grade levels below by 50%
i-Ready Reading Scores	In the categories of SWD there are 53.5% of students (23) scoring 2 or more grade levels below in Reading on i-Ready Diagnostic 3	Reduce number of students scoring 2 or more grade levels below by 50% by the end of the year.
i-Ready Diagnostic 3 Math Scores	151 students (19.2%) are scoring 2 or more grade levels below	68 or more students will reach at or near grade level on i-Ready Diagnostic 3
i-Ready Diagnostic 3 Math Scores	47.7% Students with Disabilities (29 students)are scoring 2 or more grade levels below in Mathematics	or more students in SWD will reach at or near grade level in their i-Ready Diagnostic 3
Accelerated Reader Awards Numbers Accelerated Reader Start GL Equivalency	Students scoring at grade level on STAR in Trimester I beginning of the year assessment	By the EOY of 2024 students scoring at GL Reading or Above on STAR will increase by 50% over Diagnostic 1 of STAR in August
Lexia Core 5 Lexia Power Up Reading Plus	Baseline scores for 2024 in August of 2024	Students will complete at or above 75% tasks assigned based on their individual base assessment at beginning of the year.
MobyMaxx	Students will receive baseline scores in August of 2024 in Math	Students will complete all expected tasks with a score of 75% or better assigned to them by EOY of 2024

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Career & Technical Education STEM and CTE Development: Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM Programs and project resources for professional development in NGSS and to increase student Science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings. Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures. Teachers will enhance NGSS (Science) curriculum through hands-on Science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials. Applicable supplemental instructional materials include Math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including little bits project materials, Science specific project materials such as slides, 3D printers and plastic filament, and Project Lead the Way specific project materials. Equipment would include laptops that runs PLTW and STEM required software. Teachers will enhance NGSS (Science) curriculum through hands-on Science experience and real life application while integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects. Students will visit Exploratorium's, labs, agricultural sites, community businesses, etc. to apply NGSS standards. AVID students will participate in college visits for undergraduate and career readiness. ****General supplies are unallowable using State & Federal funds.**** Title I Funding Allocation: Field Trips Transportation: $12,701 LCAP 1.1 Career & Technical Education: Instructional Materials: $3,596 Field Trips Transportation: $22,503	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$12,701 $3,596 $22,503	3010 - Title I 0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site)

1.1.2	College Readiness Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.			
1.1.3	A-G High School Courses Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.			

1.1.4	Bilingual Instructional Support Bilingual instructional program support for K-12th grade students: Bilingual Assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting. The Bilingual Assistant (1.0 FTE - District Funded) will work with the Program Specialist and teachers to develop lessons that provide stronger language support in strategies such preview-review, re-teaching, guided reading and close reading by the Bilingual Assistant. Bilingual Assistant will support EL students who are scoring a 2 or 1 on the annual ELPAC or Initial ELPAC. Bilingual Assistant to provide extra support for struggling newcomer students and to provide translation for parents as needed in Spanish. EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices. Metrics for Progress Monitoring: ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners) Title I Funding Allocation: Additional Bilingual Assistant Compensation: $1,500 LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.	English Learners	$1,500	3010 - Title I
1.1.5	English Learner Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.			

1.1.6	English Learner Programs and Supports Lexia Language Development Program: Lexia English is an adaptive, blended learning speaking, listening and grammar program that supports students' English language development through academic conversations. It follows an asset-based model and is infused with culturally responsive pedagogy. The program was created by CA educators, built specifically to CA ELD standards, and provides progress monitoring showing student's real time progress and growth across all proficiency levels. Title I Funding Allocation: Licenses: $3,400 LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.	English Learners	$3,400	3010 - Title I
1.1.7	Teacher Collaboration, Professional Development, & Academic Support PLC Coach is (District Funded). Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
1.1.8	School Site Administrators Leadership Professional Development Administrator's will attend PLC Conferences, AVID National Conference, AVID Summer Institute and conferences related to Restorative Practices. Leaving the Village, AVID National Conference, AVID Summer Institute Title I Funding Allocation: Conferences: $10,000 LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$10,000	0100 - LCFF/S&C (site)

1.1.9	Professional Learning Community Implementation, Professional Learning & Curriculum Implementation Professional development for school site administrators, teachers, and instructional staff focused on best practices, professional learning communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement. Our Leadership Team met to review all data and decided on the following strategies: Provide teachers with professional learning opportunities and collaboration time to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, data analysis, that is focusing on scaffolding of learning for students with the most unfinished learning. Administration will be doing regular weekly walkthroughs along with low inference walkthroughs and timely feedback to teachers based on these classroom visits. Attendance at these conferences will provide our staff with more opportunities to train other staff to help students become more college and career ready by the time they reach 8th grade at Rio Calaveras. Rio Calaveras teachers and administration will plan for integrating 30 minutes of intervention into the regular school day schedule by platooning for strategies and needs 4 days per week. Metrics for Progress Monitoring: Number of teachers receiving AVID/PLC/PBIS training, AVID walkthroughs, AVID CCI instrument, Percentage of teachers participating in PLC collaboration, collaboration agendas, SEL surveys, I-Ready Diagnostics, Number of teachers receiving coaching cycle support. I-Ready Diagnostic 2 and 3 / SIPPS pre and post. Title I Funding Allocation: Additional Teacher Compensation: $4,000 Additional Teacher Release Compensation: $2,400 Conference & Training: $18,000 LCAP 1.8 School Site Administrators Leadership Professional Development: Additional Teacher Compensation: $5,000 Instructional Materials - Books & References: $800	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$4,000 $2,400 $18,000 $800 $5,000	3010 - Title I 3010 - Title I 3010 - Title I 0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site)

1.1.10	Data Analysis and Evaluation PLC Coach with Solution Tree is District Funded Staff Meetings and PLC's will be used for data analysis. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
1.1.11	Access to Foundational & Outdoor Learning Spaces Science Camp Field Trip (District Funded) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.	English Learners, Foster Youth, Low Income, Students with Disabilities		
1.1.12	Acceleration of Learning Instructional supplies for general classrooms supplies, crayons, pens, pencils, colored construction paper, construction paper, glue, glue sticks, glue guns, project based learning supplies, journals for writing, journals for math, large post its for meeting and classroom usages for anchor charts, graphic organizers, white boards, white board pens and erasers. Title I Funding Allocation: Instructional Materials: $10,000 LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$10,000	3010 - Title I

1.1.13	Literacy and Library Supports	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$42,075	3010 - Title I
	Library Media Assistants support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.		$15,000	3010 - Title I
			$3,200	3010 - Title I
			$11,055.73	3010 - Title I
			$3,200	3010 - Title I

Library Media Assistant Salary (.625 FTE - 5 hours Site Funded /Library Media Assistant 3.0 hours District Funded) Library Media Assistant will support implementation of supplemental programs for early literacy and Reading and Reading comprehension. Through monitoring vocabulary, fluency, and reading level data the Library Media Assistant will inform teachers and students of targeted needs to achieve ELA goals. Library Media Assistant will conduct small group read alouds; facilitate student use of AR, Lexia, etc,: and support literacy/ELA assessment.

Supplemental curriculum, materials, and programs to support improvement and to foster a positive academic environment to promote the love of Reading and improve students Reading fluency and comprehension skills through books, staff, intervention resources and activities (e.g. Accelerated Reader and Baseball by the Books).

SIPPS early literacy foundational reading supplemental curriculum will support Tier 2 and Tier 3 support for phonics instruction and phonemic awareness. It will also support intervention and small group support needs of ATSI subgroups (African American, Students with Disabilities, White, and Two or More Races). Students in grades 2-8 will have access to the Accelerated Reader Program will increase a love of reading and increase student fluency and comprehension skills.

Use Lexia Core 5, Power Up, Dreambox Reading Plus and Lexia English Language Learner Program to improve Reading Scores. Lexia (K-5) and Dreambox Reading PLUS (6-8 grade) is a computer bases assessment and reading comprehension and fluency program that pre-tests students to determine their levels to provide support for enhanced direct instruction to focus on areas of improvement.   Lexia Language Development Program: Lexia English is an adaptive, blended learning speaking, listening and grammar program that supports students' English language development through academic conversations. It follows an asset-based model and is infused with culturally responsive pedagogy. The program was created by CA educators,

built specifically to CA ELD standards, and provides progress monitoring showing student's real time progress and growth across all proficiency levels.

Discovery Streaming provides videos to teachers to enhance their lessons to increase student understanding of the concepts being presented in Science, ELA, Math, and Social Studies.

Moby Max - provides additional Math support for students to be able to practice standards learned in the classroom and to help them catch on up standards they are struggling with.

New books will be selected to purchase for students to be offered opportunities to read a wide variety of genres. Program Specialist will work one on one with students who are struggling and being considered for retention or testing.

Rio will provide supplemental instructional materials, planners, books, equipment, licenses, subscriptions, and software to support instruction and improve student achievement. Metrics for Progress Monitoring: SIPPS Placement and Mastery, AR Reading Levels, MobyMax Grade Level Diagnostics, Lexia Assessments

Title I Funding Allocation:
Licenses: $42,075
Books & References: $11,055.73
Accelerated Reader Books and References: $15,000
Non-Instructional Materials & Supplies: $3,200
Instructional Materials and Supplies: $3,200

LCAP 1.13 Literacy and Library Supports:
No additional sit LCFF is being allocated for this strategy.

1.1.14	Advancement Via Individual Determination (AVID)	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$42,957	3010 - Title I Account Code: 5215 Conf/Workshop Exp
	Professional Development and Collaboration: Rio Calaveras implements AVID school-wide strategies to all students. Students in grades 7th-8th have the opportunity to select AVID as an elective course. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery. Rio Calaveras has an AVID Leadership Team working on school-wide strategies, such as focused note-taking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on refining these areas and will be providing staff development for the new school year.		$7,500	3010 - Title I
			$6,000	3010 - Title I
	Advancement Via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.			
	Conferences (In-Person and/or Virtual) : Rio Calaveras will offer the AVID Summer Institute to a team of 3 teachers, 2 administrators, 1 counselor. The goal is for the AVID Leadership Team members to attend at least every other year to be able to come back to the site and train teachers on strategies learned as well as for new teachers to become AVID certified.			
	Planners to support instructional and AVID strategies implementation and student organization, writing journals for TK-K and duplication of instructional materials as needed.			
	(May need to adjust to teacher additional comp instead based on substitute availability.) Teachers will continue to receive professional development and coaching individually and as grade levels to improve teaching and learning. Instructional Coach, Program Specialist, Administrators, and consultants will also support teachers with implementation of the new curriculum for ELA/ELD and Math. Rio Calaveras will have three new teachers, two who have changed life levels and subject matter from the current year, 1 pre-intern and two that are still interns, and they will need additional support to refine instructional practices and establish effective learning environments.			
	AVID Field Trips to provide middle school AVID students for College and Career Readiness. Metrics for Progress Monitoring: Number of teachers receiving AVID/PLC/PBIS training, AVID walkthroughs, AVID CCI instrument, percentage of teachers participating in PLC collaboration, collaboration agendas, SEL surveys, I-Ready Diagnostics, Number of teachers receiving coaching cycle			

	support. I-Ready Diagnostic 2 and 3. SIPPS pre and post Rio will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training. Title 1 Allocations: Conferences: $42,957 Duplicating Instructional Materials: 6,000 Additional Substitute Teacher Compensation: $7,500 LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.				
1.1.15	Recapturing Learning Loss Provide teachers with resources for being able to proficiently teach the writing process to students. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.15 Recapturing Learning Loss: Workshops: $1,500 Books & References: $800	All Students, Foster Youth, English Learners, Low Income, Students with Disabilities	$1,500 $800	0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site)
1.1.16	Outdoor Education/Science Camp Students in Grade 5 will be attending Science Camp at Sky Mountain at Emigrant Gap for 3 days and 2 nights (District Funded). Teachers will accompany our students to camp to provide support for camp counselors provided by the program. Students will student environmental effects on the ecosystem of the area. Students will explore the environment through presentations, hikes, night hikes and studies in environmental Science. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students		

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

Rio Calaveras' Guiding Coalition provided staff PD in the areas of setting SMARTE goals, essential standards focus as part of those goals and for daily teaching strategies and on CFA's. The AVID ILT provided PD in all AVID monthly strategies as well as creating a teacher online portfolio, defining rigor to be used in daily lessons, writing, collaboration, and inquiry. While we were not able to hire a Library Media Assistant to begin the school year all students were provided opportunities to go the library weekly to check out books for accelerated reader goals. We hired our Library Media Assistant in April. Our Instructional Assistant was hired in February and began training on SIPPS phonics and worked for several weeks in the Kindergarten rooms to be able to see what they were learning that was needing for reading preparation as that is her area of focus. We saw a growth in the I-Ready scores of the students she worked with for 2 months.

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

Rio has not been able to receive on-site PLC coaching this year because we were left off the contract and by the time it was rectified we were starting state testing preparation and moving into state testing. We will be moving all coaching days to next year, however, our Guiding Coalition PLC Team has provided staff with trainings, overviews and benchmarks to meet regarding essential standards and common formative assessments. We were not able to hire a Library Media Assistant until April and could not hire our Instructional Aid to help with SIPPS phonics until late February, early March.

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.

Insure that all ELL students who test needing SIPPS are provided with SIPPS on top of the designated ELD instructional time. We need to insure that we are purchasing the Language Development Program from Lexia to help our ELL students. All SWD who qualify for SIPPS need to receive this instruction starting as soon as services start. Other than this we will continue with the programs from 2023-2024 that have shown growth in academic and social emotional areas for our students.

Goal 2.1

Goal #	Description
Goal 2.1	Reduction in how many students are referred to the office for administration to handle the discipline.

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.

Teachers continue to need professional development in scaffolding instruction and using essential standards to plan instruction. They need to have continuing professional development in Plan, Do, Study, Act Process.

Students with disabilities are slow to make progress in Reading and Math goals for the CAASPP. Students are showing growth with SIPPS which needs to continue.

Students are not progressing in Math at the rate they do in Reading.

There was a slight decline in ELL progress on California Dashboard indicators. ELL support for reading through SIPPS is needed along with focus on essential standards.

CAST Scores show that 70% of students are performing below grade level in NGSS standards.

Chronic absenteeism continues to be an issue post pandemic. We need to decrease chronic absenteeism by at least 15% to get back to pre-pandemic numbers.

Our suspension rate increased this year by several days and broke over 100 days of suspension. Most of our suspension were a result of several girls in middle school having multiple fights.

We need to have restorative practices schoolwide to help our students change behaviors before they get to suspension.

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
Reduced Office Referrals	We have had 177 office referrals in 2023-2024 for discipline	Reduce office referrals to less than 100 by EOY 2025
Chronic Absenteeism Rate	24.8%	20%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.			
2.1.2	Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.			
2.1.3	Equity and Inclusion Training and Workshops The Kindergarten conference will provide our Kindergarten teachers with opportunities to develop rich best first instructional practices for all Kindergarten students to increase student success and prepare our kindergarten students to succeed in Kindergarten and beyond. Title I Funding Allocation: Additional Substitute Teacher Compensation: $2,000 Conferences: $8,000 LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$2,000 $8,000	3010 - Title I 3010 - Title I
2.1.4	Cultural Relevance, Outreach, and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.			

2.1.5	Positive Behavior Interventions and Support (PBIS) Rio Calaveras has a strongly developed PBIS Program. Teachers have created universal lesson plans that all staff teach the first 3 weeks of school which is followed by all Administrators and Counselors presenting PBIS rules for common areas through an assembly. We use PBIS as the tenets for school behaviors and update as needed. Teachers and Counselor in charge of program will meet monthly. Some months will be full day meetings as we prepare to update our PBIS expectations and lesson plans. Subs will be provided for the PBIS Team. Rio Calaveras is piloting restorative practices this year and has put it into our Community Schools Grant application. We have a guiding coalition team for restorative practices that consists of counselors, administrators and our CSA. We are training all staff, including, but not limited to administrators, CSA's, noon duties, and teachers as well as support staff on how to manage and use restorative practices in the classroom and on the school site. While we recognize that this may not completely delete the need for suspensions, we do believe it will cut suspensions by 50% or more as our students learn the consequences for others based on their actions. Title I Funding Allocation: Additional Substitute Teacher Compensation: $5,000 Additional Teacher Compensation: $3,000 Conferences: $6,000 LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$6,000 $5,000 $3,000	3010 - Title I 3010 - Title I 3010 - Title I
2.1.6	Student Assistance Program Support (SAP) CARE Team meets monthly and consists of Program Specialists, Administrators and Counselors. CARE Team occasionally needs teacher input and will provide subs for teachers on those days SST's follow CARE Team meetings and teachers are required to attend SSTs. Subs will be provided for teachers to be released for SST Meetings. Title I Funding Allocation: Additional Substitute Teacher Compensation: $3,000 LCAP 2.6 Student Assistance Program Support (SAP): NO additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$3,000	3010 - Title I

2.1.7	Behavior Support Services Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.			
2.1.8	New Teacher Training and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.			
2.1.9	Social Service Supports for Families in Transition Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.			
2.1.10	Central Enrollment Direct Services to Families Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.			

2.1.11	Student Attendance and Truancy Rio Calaveras has had a decreasing amount of chronic absenteeism annually since the end of the pandemic, however, we still have a chronic absenteeism rate higher than prior to the pandemic. At present our chronic absenteeism is at 24%. We are going to be doing a series of grade level and staff competitions for us to be able to decrease chronic absenteeism. We will be holding dance parties, parties with snow cones and ice cream, parties with nachos and popcorn and pizza to encourage our students to increase their attendance. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.11 Student Attendance and Truancy: Non-Instructional Materials and Supplies: $3,059	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$3,059	0100 - LCFF/S&C (site)
2.1.12	Health and Wellness Services and Supports Counselors: School Counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs. Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

2.1.13	Mental Health Resources and Supports for Students Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide. Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

| 2.1.14 | Social Emotional and Restorative Practices and Responsive Schools | English Learners, Foster Youth, Low Income, Students with Disabilities | $4,000 | 0100 - LCFF/S&C (site) |
| | Teachers will receive training in restorative justice and restorative justice practices, including but not limited to restorative practices to be used for classroom management and the implementation of circles. This training will be offered after the school day is over and teachers will be compensated at their hourly rate.   Substitutes to release teachers from assigned duty for PBIS, AVID ILT and restorative practices PD and trainings.

Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students. IYT Mentorship Program (Improve Your Tomorrow) - extended day mentors will provide enrichment activities to close the college opportunity gap and improve the educational and career outcomes for young men of color.   ATSI subgroups will be recruited as program participants.

Rio will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training to improve school climate.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools:
Additional Teacher Compensation: $4,000
Additional Substitute Teacher Compensation: $15,000 | | $15,000 | 0100 - LCFF/S&C (site) |

2.1.15	School Connectedness Preschool Transition to Kindergarten - Summer Bridge Program provide students opportunities to: *Interact with their peers who will attend their kindergarten class promoting social skills, *Establish a connection between the kindergarten teacher and preschooler, *Practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *Attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.16	Assistant Principal Restoration at TK-8th Grade School Sites Assistant Principal restoration At TK-8th Grade School Sites: Restoring Assistant Principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

2.1.17	Additional School Site Support	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$1,319	3010 - Title I Account Code: 1150 Teacher Salaries - Add Comp
	Support Staff Salary for Plan Implementation and Ongoing Instructional Support: Program Specialist (District Funded) will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Program Specialist also works with teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The Program Specialist assists and organizes with facilitation of academic conferences twice per year with every grade level. The Program Specialist will coordinate all state and district assessments such as ELPAC, CAASPP, and I-Ready. The Program Specialist serves as the Bilingual Program Coordinator as well as the AVID Coordinator. Bilingual Assistant will also provide additional support to EL students. The Program Specialist is responsible for analyzing performance data for ASTI subgroups to closely monitor their progress and align instructional supports to address their specific needs.		$54,944.27	3010 - Title I
			$25,000	0100 - LCFF/S&C (site)
	Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.			
	Support staff for implementation of SIPPS supplemental program to small groups of students targeting those scoring at beginning SIPPS Level. Program Specialist will train Instructional Assistant and manage schedule/plan of support services. The Library Media Assistant (0.75 FTE- District Funded / 0.25 FTE- Site Funded) will help students with library resources and equipment. Metrics for Progress Monitoring: Accelerated Reader Goals Met Accelerated Reader STAR AR Books checked out from Library Lexia Core 5, Power Up, Reading Plus and ELL Program Completion Rates			
	Title I Funding Allocation: Additional Program Specialist Compensation: $1,319 Instructional Assistant Salary & Benefits (0.625 FTE - 5 hours): $54,944.27			
	LCAP 2.17 Additional School Site Support: Library Media Assistant Salary and Benefits (.025 FTE): $25,000			

2.1.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.			
2.1.19	Technology and Innovation Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.			

2.1.20	Instructional Technology

Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of common core state standards. Such equipment may include student laptops, tablet devices, E-Readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.

Copier for teacher use to print supplemental materials for classroom intervention and teaching strategies for students to improve in SIPPS, Reading and Mathematics.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Power Up Reading Technology for Reading literacy and comprehension:

Title I Funding Allocation:
Program License Agreements: $11,800
Lease Agreements: $15,000

LCAP 2.20 Instructional Technology:
Maintenance Agreements: $4,000
Non-Instructional Materials and Supplies: $10,000 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $10,000

$15,000

$4,000

$11,800 | 0100 - LCFF/S&C (site)

3010 - Title I

0100 - LCFF/S&C (site)

3010 - Title I |
| 2.1.21 | Instruction and Teacher Staffing

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.21 Instruction and Teacher Staffing:
No additional site LCFF is being allocated for this strategy. | | | |

2.1.22	Recruit, Hire, Retain High Qualified Staff Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.			
2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.			
2.1.24	Student and Campus Safety Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024
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

An Analysis of how this goal was carried out in the previous year.

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

We trained a team of teachers and staff members on restorative practices. IYT provided strong mentorship for our young men of color in grades 7-8 which lowered our referral and suspension rate for our middle school boys down to 1 all year. Rio attended the PLC Conference, PLC Coaching Academy and we, as a guiding coalition came up with the two school goals of essential standards focus and on teachers measuring common formative assessments (ticket out the door, quizzes created by teachers on what was taught, project completion, etc.).

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

We did not get ALL staff trained on restorative practices, but did train a core group. We need to continue working with the District to get all staff trained this coming (2024-2025) school year. We need to continue our focus on essential standards and common formative assessments which are two ongoing goals for Rio.

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.

Instead of offering staff pay for restorative practices we will offer it throughout the work day and will pay for subs. This may end up taking multiple years to completed.

Goal 3.1

Goal #	Description
Goal 3.1	School Goal for Meaningful Partnerships: (Must be a SMART Goal). During the 2024-25 school year Rio Calaveras will increase parent/ community participation and other meaningful partnerships by 10%. By EOY of 2025 we will have 50% more of our students taking the HK Survey the District puts out 3 times per year To increase the amount of students taking the Healthy Kids Survey in grades 6-8 by 130 students.

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.

Teachers continue to need professional development in scaffolding instruction and using essential standards to plan instruction. They need to have continuing professional development in Plan, Do, Study, Act Process.

Students with disabilities are slow to make progress in Reading and Math goals for the CAASPP. Students are showing growth with SIPPS which needs to continue.

Students are not progressing in Math at the rate they do in Reading.

There was a slight decline in ELL progress on California Dashboard indicators. ELL support for reading through SIPPS is needed along with focus on essential standards.

Chronic absenteeism continues to be an issue post pandemic. We need to decrease chronic absenteeism by at least 15% to get back to pre-pandemic numbers.

Our suspension rate increased this year by several days and broke over 100 days of suspension. Most of our suspension were a result of several girls in middle school having multiple fights.

We need to have restorative practices schoolwide to help our students change behaviors before they get to suspension.

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
Attendance at Parent Meetings	9	19

Students taking the Healthy Kids Survey	We have less than 50% of students taking Healthy Kids Survey	Increase student participation in surveys by 50%
Healthy Kids Survey Completion	120 students	250 students

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills. Students are being invited to participate in students' leadership in the following ways - This program is (District Funded): * Middle School Students can run for The Student Council and be elected * Students in lower grades are chosen within their classroom to represent their class/grade level on Student * Council * Black Student Union invites students of color to join in their activities and meetings * Student Council Representative on the Community Council for Counseling Programs * PLUS Class for middle school students Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.	All Students		

| 3.1.2 | Youth Engagement Activities and Athletic Programs

Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (Reading, Writing, Math, etc.) for common core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.

Teachers will tutor students before/after school who are low and not performing at their grade level. Teacher additional time for attending PD, planning and collaboration and for tutoring / paid for by the Extended Learning Opportunities Program (ELOP).

Bilingual Assistant has been given extra hours to provide English language learners extra support through the Extended Learning Opportunities Program (ELOP). The El Concilio has been contracted, through the Extended Learning Opportunities Program (ELOP), to provide structured sports activities during recess, lunch recess, and the ELOP After School Program
Paid for by ELOP Department Funding. Opportunities for Students to attend Field Trips to Museum of Science in San Francisco, the Tech Museum in San Jose, the Haggin Museum and the Railroad Museum in Old Town Sacramento, Sacramento, CA, The Sacramento County Zoo, or the Oakland Zoo

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 3.4 Youth Engagement Activities and Athletic Programs:
Transportation: $10,000
Pupil Fees: $10,000 | Students with Disabilities, Foster Youth, Low Income, English Learners | $10,000

$10,000 | 0100 - LCFF/S&C (site)

0100 - LCFF/S&C (site) |
| 3.1.3 | Arts Programming

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 3.3 Arts Programming:
No additional site LCFF is being allocated for this strategy. | | | |

3.1.4	Expanded Learning and Enrichment Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

We held parent coffee hours for Rio and worked with the other two schools in our zone to hold a multi-school parent coffee and learning program. We held Back to School Night which was well attended and held our annual AVID Open House.

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

Expenditures were completed as intended. Some themed nights, such as Technology Night, need further development and planning.

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 hope is to be able to implement these programs next year fully while inviting parents back to campus so we will keep it pretty much the same. We will be working with the Parent Resource Center to attempt to get parents to come back to coffees and parent trainings.

Goal 4.1

Goal #	Description
Goal 4.1	.

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.

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.			
4.1.2	District Strategic Planning and Communication Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.			

| 4.1.3 | Community Schools Supports and Resources

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 4.3 Community Schools Supports and Resources:
No additional site LCFF is being allocated for this strategy. | | | |
|---|---|---|---|---|

4.1.4	Parent Advisory Committee Supports and Resources	Students with Disabilities, Low Income, Foster Youth, English Learners	$2,514	3010 - Title I - Parent
	Parent Coffees bi-monthly to be held by staff on topics to help our parents help their students will be held in the morning and in the evening every other month. Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.		$2,000	3010 - Title I - Parent
			$1,500	0100 - LCFF/S&C (site)
			$1,000	0100 - LCFF/S&C (site)
	Provide opportunities, supports, resources, staff, and space for parents/ guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.			
	Provide parents the opportunity to attend a local conference and or training on site. Rio will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships.			
	Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent conferences, communication, after school academic focused activities (e.g., Science Night, Literacy Night, AVID Night, AVID Open House, etc.) parent/student engagement activities (e.g., picnic on the grounds, parent coffee hours, beginning of the year orientation, etc.) Technology Night to provide parents (and students) knowledge digital citizenship to avoid online and social media bullying and predatory activities.			
	Parent Meeting - Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.			
	Non-instructional materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning. Rio will provide supplemental instructional materials, planners, books, licenses, subscriptions, and software needed for parent training, community events, and building educational partnerships.			

Title I Funding Allocation: Instructional Materials: $2,514 - Title 1 Parent Non-Instructional Materials: $2,000 - Title 1 Parent LCAP 4.4 Professional Development and Collaboration: Instructional Materials: $1,500 - Title 1 Parent Non-Instructional Materials: $1,000 - Title 1 Parent			

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the 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.

Goal 5.1

Goal #	Description
Goal 5.1	.

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.

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.			
5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP Strategy 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.			

5.1.3	Accelerate Learning for all SPED Students Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.			
5.1.4	Culturally Responsive Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.			
5.1.5	Meaningful Student Experiences and Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.			
5.1.6	Recruit, Hire and Retain Student Support Personnel Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.			
5.1.7	Parent and Family Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.			

5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the 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.

Goal 6.1

Goal #	Description
Goal 6.1	.

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.

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

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.			
6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.			

6.1.3	Educator Gap Equity Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.			
6.1.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy Rio Calaveras will provide culturally responsive books to include within the library along with class sets of books that represent the diverse population of students on campus. Title I Funding Allocation: Books & Class Sets: $1.900 LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.	All Students	$1,900	3010 - Title I
6.1.5	BSAP Community Partnerships Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.			
6.1.6	Development of an African American Studies Course Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.			

| 6.1.7 | BSAP School Climate & Wellness Personnel Support

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 6.7 BSAP School Climate & Wellness Personnel Support:
No additional site LCFF is being allocated for this strategy. | | | |
|---|---|---|---|---|
| 6.1.8 | BSAP Community -Based Safety Pilots

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 6.8 BSAP Community-Based Safety Pilots:
No additional site LCFF is being allocated for this strategy. | | | |

Annual Review

SPSA Year Reviewed: 2023-2024
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.
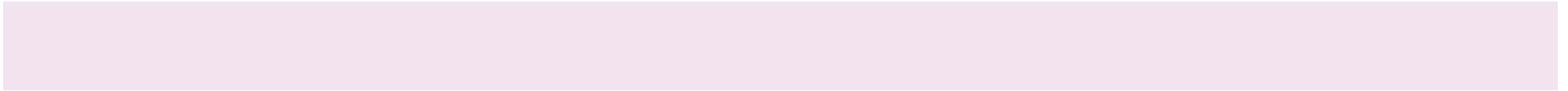
Analysis

An Analysis of how this goal was carried out in the previous year.

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the 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.

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 Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$299,466.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$427,224.00

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 ($)
3010 - Title I	$294,952.00
3010 - Title I - Parent	$4,514.00

Subtotal of additional federal funds included for this school: $299,466.00

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

State or Local Programs	Allocation ($)
0100 - LCFF/S&C (site)	$127,758.00

Subtotal of state or local funds included for this school: $127,758.00

Total of federal, state, and/or local funds for this school: $427,224.00

Addendums

2024-25 School Plan for Student Achievement
Recommendations and Assurances

Site Name: _____

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

_____
Date of Meeting

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

      English Learner Advisory Committee   _____
                                                        Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive coordinated plan to reach stated school goals to improve student academic performance.

2024-25 SPSA was adopted by the SSC at a public meeting on _____.
                                                                        Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____   _____
               Committee   Date of Meeting

Attested:

_____   _____   _____
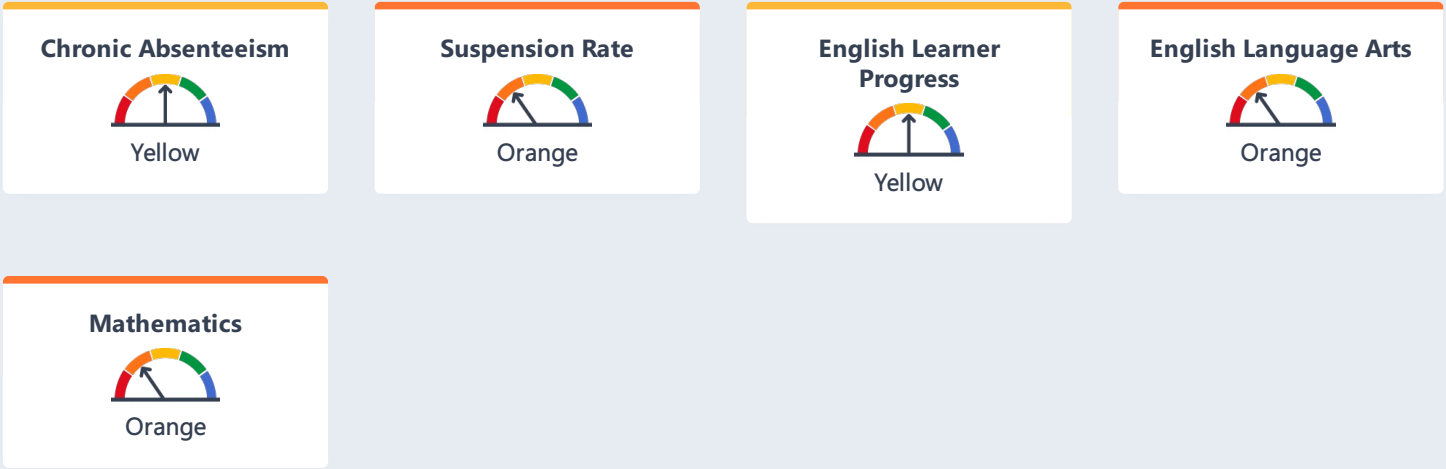 Typed Name of School Principal   Signature of School Principal   Date

Rio Calaveras Elementary

Explore the performance of Rio Calaveras Elementary under California's Accountability System.
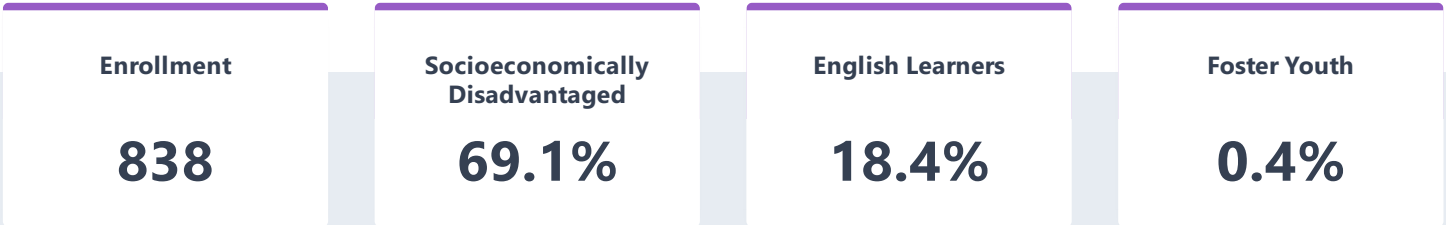
Chronic Absenteeism

Yellow

Suspension Rate

Orange

English Learner Progress

Yellow

English Language Arts

Orange

Mathematics

Orange

School Details

NAME
Rio Calaveras Elementary

ADDRESS
1819 East Bianchi Road
Stockton, CA 95210-6166

WEBSITE
N/A

GRADES SERVED
K-8

CHARTER
No

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

Student Population

Explore information about this school's student population.

Enrollment
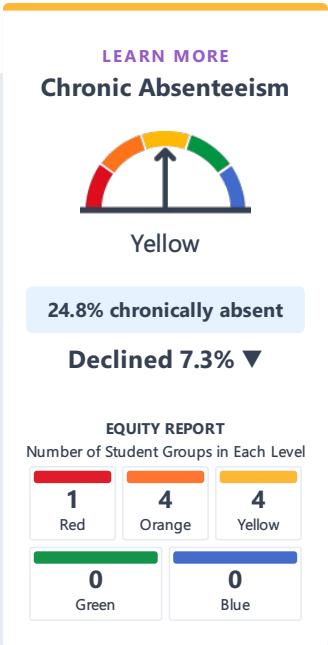
838

Socioeconomically Disadvantaged

69.1%

English Learners

18.4%

Foster Youth

0.4%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Orange

11.9 points below standard

Maintained 2 Points

EQUITY REPORT
Number of Student Groups in Each Level

1 Red	3 Orange	1 Yellow
2 Green	0 Blue	

Mathematics

Orange

54.5 points below standard

Maintained 1.5 Points

EQUITY REPORT
Number of Student Groups in Each Level

2 Red	1 Orange	4 Yellow
0 Green	0 Blue	

English Learner Progress

Yellow

59.3% making progress

Declined 3.3% ▼

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

Yellow

24.8% chronically absent

Declined 7.3% ▼

EQUITY REPORT
Number of Student Groups in Each Level

1 Red	4 Orange	4 Yellow
0 Green	0 Blue	

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.
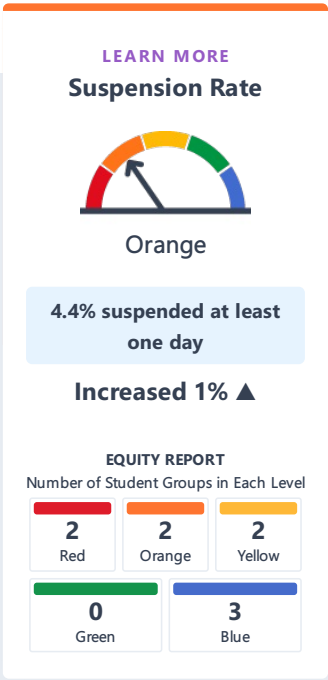
Suspension Rate

Orange

4.4% suspended at least one day

Increased 1% ▲

EQUITY REPORT
Number of Student Groups in Each Level

2	2	2
Red	Orange	Yellow

0	3
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students

Orange

11.9 points below standard

Maintained 2 Points

Number of Students: 517

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

Students with Disabilities

Orange

African American

English Learners

Hispanic

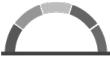**Yellow**

Socioeconomically Disadvantaged

Green

Asian

Filipino

Blue

No Student Groups

No Performance Color

American Indian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

69.1 points below standard

Increased 7.8 Points ▲

Number of Students: 13

Two or More Races

No Performance Color

3.6 points above standard

Increased 34.3 Points ▲

Number of Students: 20

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White

No Performance Color

16.4 points above standard

Maintained 1.4 Points

Number of Students: 19

Students with Disabilities

Red

114.5 points below standard

Declined 19.3 Points ▼

Number of Students: 46

African American

Orange

66.7 points below standard

Maintained -2.1 Points

Number of Students: 40

English Learners

Orange

24.2 points below standard

Maintained 2.4 Points

Number of Students: 98

Hispanic

Orange

29.6 points below standard

Maintained 0.9 Points

Number of Students: 212

Socioeconomically Disadvantaged

Yellow

14.9 points below standard

Increased 5.5 Points ▲

Number of Students: 337

Asian

Green

12.5 points above standard

Increased 6.5 Points ▲

Number of Students: 180

Filipino

Green

16.9 points above standard

Declined 16.4 Points ▼

Number of Students: 37

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	13.8 points below standard	11.9 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

57 points below standard

Maintained 0.3 Points

Number of Students: 60

Recently Reclassified English Learners

27.7 points above standard

Increased 20.4 Points ▲

Number of Students: 38

English Only

17.6 points below standard

Maintained -2 Points

Number of Students: 332

Mathematics

All Students

Explore 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.

All Students

Orange

54.5 points below standard

Maintained 1.5 Points

Number of Students: 517

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

Orange

Yellow

African American

Filipino

Asian

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

130.9 points below standard

Increased 4.9 Points ▲

Number of Students: 15

Two or More Races

No Performance Color

31.7 points below standard

Increased 28.7 Points ▲

Number of Students: 21

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White

No Performance Color

7.3 points below standard

Increased 7.6 Points ▲

Number of Students: 18

African American

Red

110.5 points below standard

Maintained 0.5 Points

Number of Students: 41

Students with Disabilities

Red

162.5 points below standard

Declined 38.7 Points ▼

Number of Students: 46

Filipino

Orange

29.1 points below standard

Maintained 0.3 Points

Number of Students: 37

Asian

Yellow

24 points below standard

Maintained -0.9 Points

Number of Students: 180

English Learners

Yellow

48.4 points below standard

Increased 15.4 Points ▲

Number of Students: 97

Hispanic

Yellow

78.9 points below standard

Increased 3.9 Points ▲

Number of Students: 211

Socioeconomically Disadvantaged

Yellow

56.6 points below standard

Increased 4.4 Points ▲

Number of Students: 337

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	56 points below standard	54.5 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

73.9 points below standard

Maintained 2.1 Points

Number of Students: 59

Recently Reclassified English Learners

8.8 points below standard

Increased 41.6 Points ▲

Number of Students: 38

English Only

65.4 points below standard

Declined 3.6 Points ▼

Number of Students: 333

English Learner Progress Indicator

All English Learner Students

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

LEARN MORE
English Learner Progress

Yellow

59.3% making progress towards English language proficiency

Declined 3.3% ▼

Number of EL Students: 118

Student English Language Acquisition Results
Summative ELPAC

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.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686766115422&year=2022-23

All Students

Yellow

24.8% chronically absent

Declined 7.3% ▼

Number of Students: 902

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

Students with Disabilities

Orange

African American

Filipino

Two or More Races

White

Yellow

Asian

English Learners

Hispanic

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Foster Youth

Homeless

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

32.1% chronically absent

Declined 37.9% ▼

Number of Students: 28

Pacific Islander

No Performance Color

46.2% chronically absent

Declined 17.5% ▼

Number of Students: 13

Students with Disabilities

Red

39.4% chronically absent

Increased 5.6% ▲

Number of Students: 71

African American

Orange

24% chronically absent

Declined 7.3% ▼

Number of Students: 75

Filipino

Orange

12.1% chronically absent

Increased 1.7% ▲

Number of Students: 58

Two or More Races

Orange

27.9% chronically absent

Declined 8% ▼

Number of Students: 43

White

Orange

33.3% chronically absent

Declined 2.8% ▼

Number of Students: 36

Asian

Yellow

18.2% chronically absent

Declined 6.8% ▼

Number of Students: 314

English Learners

Yellow

23.4% chronically absent

Declined 14.5% ▼

Number of Students: 192

Hispanic

Yellow

31.3% chronically absent

Declined 8.8% ▼

Number of Students: 358

Socioeconomically Disadvantaged

Yellow

29.2% chronically absent

Declined 7.7% ▼

Number of Students: 643

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.
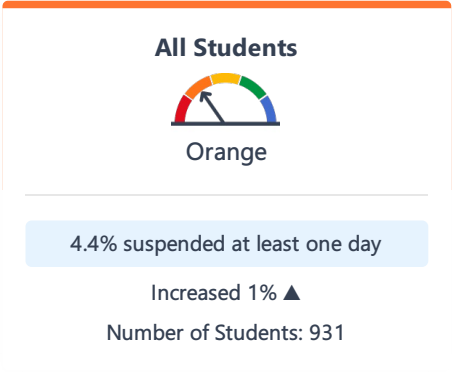
All Students

Orange

4.4% suspended at least one day

Increased 1% ▲

Number of Students: 931

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

Hispanic

Students with Disabilities

Orange

Socioeconomically Disadvantaged

White

Yellow

African American

Two or More Races

Green

No Student Groups

Blue

Asian

English Learners

Filipino

No Performance Color

American Indian

Foster Youth

Homeless

Pacific Islander

● ○ ○ ○ ○ ○
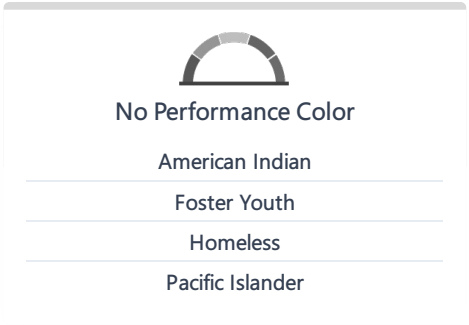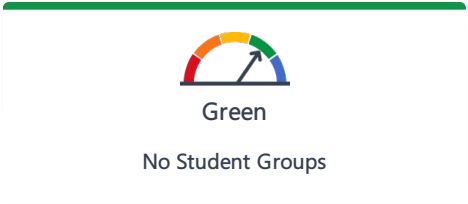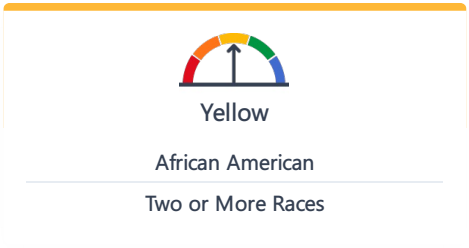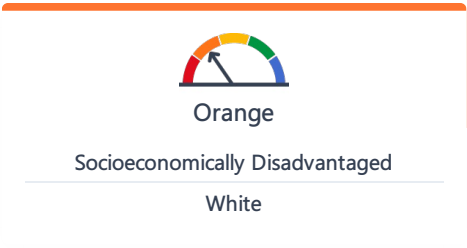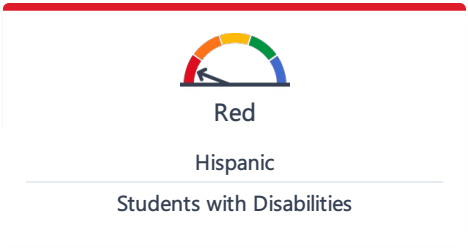
American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless

No Performance Color

5.9% suspended at least one day

Declined 2.8% ▼

Number of Students: 34

Pacific Islander

No Performance Color

7.7% suspended at least one day

Declined 1.4% ▼

Number of Students: 13

Hispanic

Red

8.1% suspended at least one day

Increased 4.8% ▲

Number of Students: 372

Students with Disabilities

Red

10.5% suspended at least one day

Increased 3.7% ▲

Number of Students: 76

Socioeconomically Disadvantaged

Orange

4.6% suspended at least one day

Increased 0.8% ▲

Number of Students: 670

White

Orange

5.4% suspended at least one day

Increased 2.6% ▲

Number of Students: 37

African American

Yellow

5% suspended at least one day

Declined 1.1% ▼

Number of Students: 80

Two or More Races

Yellow

2.3% suspended at least one day

Maintained -0.1%

Number of Students: 44

Asian

Blue

0.9% suspended at least one day

Declined 1.1% ▼

Number of Students: 322

English Learners

Blue

1% suspended at least one day

Declined 1.8% ▼

Number of Students: 197

Filipino

Blue

0% suspended at least one day

Declined 6.9% ▼

Number of Students: 58

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	3.4%	4.4%

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	3.4%	4.4%

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	[American Council on Education](#) (Outside CDE Source)
ACSA	[Association of California School Administrators](#) (Outside CDE Source)
ACT	[American College Testing](#) (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	[Audits and Investigations Division](#) – CDE
AIECE	[American Indian Early Childhood Education](#)
AMARD	[Analysis, Measurement, and Accountability Reporting Division](#) – CDE
AP	[Advanced Placement](#)
API	[Academic Performance Index](#)
ARP	[American Rescue Plan Act of 2021 (Stimulus 3)](#)
APR	[Accountability Progress Reporting](#)
ATSI	[Additional Targeted Support and Improvement](#)
AVID	[Advancement Via Individual Determination](#)

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	[California Association of Administrators of State and Federal Education Programs](#) (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	[California Association of Bilingual Education](#) (Outside CDE Source)
CALPADS	[California Longitudinal Pupil Achievement Data System](#)
CalSTRS	[California State Teachers' Retirement System](#) (Outside CDE Source)
CalWORKS	[California Work Opportunity and Responsibility to Kids](#)

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	[Early Learning and Care Division](#) – CDE
ELD	[Expanded Learning Division](#) – CDE
ELPAC	[English Language Proficiency Assessments for California](#)
ELPI	[English Learner Progress Indicator](#)
EL Roadmap	[English Learner Roadmap Policy](#)
ELSB	[Early Literacy Support Block](#)
ELSD	[English Learner Support Division](#) – CDE
ESEA	[Elementary and Secondary Education Act of 1965](#) (Outside CDE Source)
ESSA	[Every Student Succeeds Act](#)
ESSER	[Elementary and Secondary School Emergency Relief Fund](#)
ETS	[Educational Testing Service](#) (Outside CDE Source)
EWIG	[Educator Workforce Investment Grant](#)

F

Acronym	Description
FASD	[Fiscal and Administrative Services Division](#)
FM	Fiscal Monitoring
FPM	[Federal Program Monitoring](#)
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	[Foster Youth Services](#)

G

Acronym	Description
GAD	[Government Affairs Division](#) – CDE
GATE	[Gifted and Talented Education](#)
GED	[General Educational Development Test](#)

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

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