



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
River Oaks Elementary School	34 67348 6110654	5-23-2023	

## Purpose and Description

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

Schoolwide Program

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

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

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2022-2023 school year, students in grades 5th and 6th again took the California Schools Survey.

The following Key Indicators of School Climate and Student Well Being shows the percentage of 5th / percentage of 6th grade students who agreed or strongly agreed. The first set of numbers reflect the 2021-2022 school year while the second set reflects the 2022-2023 school year.

School Engagement and Supports:	5th	6th	5th	6th
School connectedness	75	66	72	66
Academic motivation	81	79	84	83
Caring adults in school	78	65	69	69
High expectations by adults in school	86	83	85	84
Facilities upkeep	79	72	64	82
Parent involvement in schooling	75	79	82	70
Social and emotional learning supports	76	64	71	71
Anti-bullying climate	72	68	72	71

School Safety:				
Feel safe at school	76	66	86	73
Feel safe on way to and from school	86	85	92	80
Been hit or pushed	49	38	33	37
Mean rumors spread about you	61	42	42	39
Called bad names or target of mean joke	61	57	47	41
Saw a weapon at school	5	10	8	29

School Disciplinary Environment:				
Rule clarity	79	72	79	67
Students well behaved	41	34	43	26
Students treated fairly when break rules	58	51	44	55
Students treated with respect	89	81	80	77

Substance Use & Physical/Mental Health:				
Alcohol or drug use	11	13	16	20
Marijuana use	3	2	0	2
Cigarette use	0	2	2	0
Vaping	3	4	0	0
Eating Breakfast	60	54	69	61
Late bedtime (after 10pm)	32	42	17	35

#### Social Emotional Health:

Belief in self (self-efficacy, persistence)	79	77	80	77
Frequent Sadness	24	25	16	27
Engaged living (optimism, gratitude, zest)	63	54	63	57
Problem solving	61	46	62	58

A summary of Key Indicators on the parent survey are as follows (results indicate the percentage that agree or strongly agree with the statement). The first number reflects the 2021-2022 percentage while the second number reflects the 2022-2023 number.

Parent Involvement:	2021-2022	2022-2023
School allow input and welcomes parents' contributions	38	39
School encourages me to be an active partner with the school in educating my child	22	36
School actively seeks the input of parents before making important decisions	31	24
Parents feel welcome to participate at this school	27	39

#### School Supports for Students:

School promotes academic success for all students	33	36
School is a safe place for my child	42	38
School motivates students to learn	36	45
School has adults who really care about students	40	45
School provides opportunities for meaningful student participation	35	29

#### Fairness, Rule Clarity, and Respect for Diversity:

School enforces rules equally	35	31
School treats all students with respect	42	42
School promotes respect of all cultural beliefs and practices	29	28

#### Substance Abuse and Bullying:

Student alcohol and drug use	3	5
Student vaping or e-cigarette use	5	4
Harassment or bullying of students	18	13

#### Facilities:

School has clean and well-maintained facilities/properties	35	41
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A summary of Key Indicators on the staff survey are as follows (results indicate the percentage that 'strongly agree' with statement). The first number reflects the 2021-2022 percentage while the second number reflects the 2022-2023 number.

School Support for Students:	2021-2022	2022-2023
Caring adult relationships	52	51
High expectations by adults in school	62	58
Opportunities for student participation	37	35
Promotion of parent involvement	38	39
Student learning environment	57	51
Facilities upkeep	52	58
Social emotional supports at school	44	41
Adequate counseling/support services	62	49
Anti-bullying climate	32	38
School Supports for Staff:		
Staff working environment	40	41
Staff collegiality	44	46
School Safety:		
Safe for staff	57	46
Safe for students	57	49
Sufficient resources for a safe campus	n/a	13
Fairness, Rule Clarity, and Respect for Diversity:		
Fairness and rule clarity	40	33
Respect for diversity	39	38
Student Behavior:		
Student readiness to learn	15	16
Cutting classes	20	19
Harassment/bullying NOT a problem	5	19
Substance Abuse and Mental Health:		
Alcohol and drug use a problem	0	0
Tobacco use a problem	0	0
Vaping/e-cigarette use a problem	0	0
Student depression a problem	55	26

## Classroom Observations

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

Site administrators will be responsible for ongoing monitoring and evaluation for effective instruction. Site administration will conduct ongoing mini observations with face-to-face and written feedback using the district observation template. Tenured teachers who are on the 5-year evaluation cycle may choose to participate in the Professional Learning Cycle Self Reflection process where, in addition to mini observations with face-to-face feedback from administrators, they participate in a peer review and self reflection process. Teachers on Special Assignment (TOSAs) as well as consultants from CORE will support teachers in the classroom through modeling and facilitating the

sharing of best practices. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or categorical staff (TOSAs).

## **Analysis of Current Instructional Program**

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

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

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

## **Standards, Assessment, and Accountability**

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

Measured Academic Performance (MAP) Assessment is just one tool we use to measure a student's growth in our school-wide program. We administer 1:1 the District Reading Assessments (DRA) at each grade level to monitor individual growth in foundational reading skills and comprehension. Our goal is for all students to leave 3rd grade reading on grade level so they can be successful with core content curriculum in the intermediate grades and high school. Site funds are used to hire and train paraprofessionals that work closely with classroom teachers to personalize reading instruction. All learners receive Tier 1, core/grade level reading instruction (SIPPS and Benchmark) from credentialed teachers. Students in grades K-3 are placed in fluid, reading groups based on assessments. All students not meeting reading benchmarks have actions to address their gaps in reading including but not limited to intervention groups, academic conferencing, and parent-teacher conferences. A daily 30 minute Tier 2, targeted intervention group is a common action for a student needing to make more than a year's growth. Administration and teachers collaborate regularly during academic conferences and weekly PLC collaboration time to monitor learner growth and make instructional and staffing decisions based on these reading assessments. SBAC is the statewide assessment used for state accountability. Data from SBAC is used to identify trends and analyze growth of cohort groups, individual classes, student groups, and individual students. At least once a trimester, grade level PLCs meet with administrators and district support staff including TOSAs to analyze assessment data including MAP, SIPPS placement/mastery tests, DRAs, and SBAC.

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

Administration and teachers work collaboratively to monitor student growth. Instruction and intervention groups are continually modified based on district assessment data, as well as embedded assessments in both Eureka Math and Benchmark ELA & ELD curriculum.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

The school will utilize services of the district in advertising for any vacancies that may occur. The District will screen applicants in order to determine if applicants meet the requirements and only those candidates meeting the requirements will be recruited to interview.

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

Teachers have multiple opportunities to receive professional development throughout the school year. Administration and district TOSAs offer trainings related to the Common Core State Standards (CCSS), Benchmark ELA/ELD curriculum, Eureka Math, Next Generation Science Standards (NGSS), technology, and personalizing learning. Teachers receive professional development in the areas of Benchmark ELA/ELD, Eureka Math, SIPPS, and NGSS.

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

All staff development is aligned to the current content standards (Common Core State Standards (CCSS), CA ELD standards, Next Generation Science Standards (NGSS)) and the assessed needs of the students of River Oaks. In addition, staff development is designed to meet the current professional needs of certificated staff. The school recognizes the need to prepare staff to implement the CCSS and NGSS. The Galt Joint Union Elementary School District (GJUESD), site administrators (principals), and teacher leaders (academic coaches) will participate in district trainings of the CCSS to guide the professional development utilizing a differentiated model in order to ensure that all principals and teachers are supported. Teachers can utilize this access and tie it to their own personalized professional development. Additionally, teachers and administrators develop data driven goal based plans (PDSA- Plan Do Study Act protocols) (personal goal-setting). Staff social-emotional well-being is supported by ongoing professional development and support including access to strengths training and RULER strategies including use of a mood-meter to recognize and regulate adverse emotions. Staff have access to training and support with school-wide SEL curriculum- Second Step. Academic conferences will be held with teachers at the end of each district assessment window. Instructional decisions will be made based on assessment data. Teachers utilize this access and tie it to their own personalized professional development. Additionally, teachers and administrators develop data driven goal based plans (PDSA- Plan Do Study Act protocols) (personal goal-setting). Actions will be re-evaluated for students that are not making adequate growth towards meeting their annual goals. Intervention and support schedules for our paraprofessionals and credentialed support staff will also shift based on the needs of our students. Take-Away Tuesdays and early release Wednesdays support for capacity building are also supports for staff development and professional needs.

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

TOSAs, CORE consultants, county office of education content-specific consultants and administrators are available to provide instructional support.



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

Our goal is to create Professional Learning Communities (PLC) focused on monitoring student growth. Every PLC, with the guidance from administration and TOSAs and CORE consultants, will clarify learning outcomes, standards, and clear end-of-year learning outcomes/expectations for English Language Arts (ELA) & Mathematics. District TOSAs as well as consultants from CORE will calibrate grade level expectations across the district in every school, as well as facilitating district-wide professional development on 5th Wednesdays and Take-Away Tuesdays.

## Teaching and Learning

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

All curriculum and instructional materials are aligned to the current content and performance standards. These standards include the CA Common Core State Standards and the Next Generation Science Standards.

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

Teachers submit their daily schedules to administration that reflect the appropriate instructional minutes.

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

Teachers collaborate with administration and district curriculum coaches to create pacing guides based on the standards that need to be taught at each grade level. Teachers follow the recommended curriculum pacing as suggested in district adopted English Language Arts and math curriculum.

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

Site funds are used to purchase supplemental instructional materials.

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

Administration monitors the implementation of district standards-aligned curriculum through frequent classroom observations and teacher evaluation process.



## Opportunity and Equal Educational Access

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

Students not meeting standards will receive assistance in the classroom through differentiated instruction and support from instructional assistants (IAs). Whole group SIPPS instruction is provided to all students K-4. Students in K-3 not meeting reading benchmarks have daily small group interventions to catch them up. Students in grades 4-6 that still need SIPPS instruction are provided small groups instruction. Students access a variety of online resources that offer differentiated support at each student's personal academic level in reading and math.

Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a system of support and referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. Each school site has developed MTSS teams that oversee these systems of support. MTSS site teams meet on a regular basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, teachers, and specialists.

Evidence-based educational practices to raise student achievement

Teachers will engage in their PLC through weekly collaboration taking place on early release Wednesdays throughout the school year. Teachers will utilize data from a variety of sources in order to make decisions about student interventions, instructional modifications, professional development, school climate and safety, and other program changes needed.

## **Parental Engagement**

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

Key stakeholders work collaboratively to provide the following resources for families:

- ~ Breakfast, after school snacks, and summer meals are provided to all children at no cost
- ~ Scholarships for field trips
- ~ Support with health services
- ~ Counseling/Social Worker
- ~ Free family events
- ~ Support with technology and internet service

## River Oaks Compact

### Title 1 School, Parent Compact

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

#### Staff Pledge

I, as a school staff pledge to maintain to the best of our abilities:

A school where students will develop foundational skills, individual talents, and skills needed to be college and career ready.

A school where everyone is physically and emotionally safe.

A school where everyone takes responsibility for their own actions.

A school where parents, community, and staff encourage and support students to do their best.

A school where 100% of all students will meet or exceed their individual growth goals based on the California Common Core Standards.

A school where students have learning opportunities to develop 21st Century Skills.

A school where students are technologically literate and globally minded.

A school where students and staff communicate effectively and work cooperatively.

A school where students will develop critical thinking and problem solving skills.

A school where students and staff model the Eight Great Character Traits.

A school where students give to others and the greater community.

#### Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

Come to school ready to learn and work hard.

Participate in my learning by paying attention to lessons and asking questions when I need help.

Bring necessary materials to class including backpack, folder, etc.

Complete all assigned homework including reading time.

Know and follow school and class rules.

Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.

Respect the school, classmates, staff and families.

#### Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.

Regularly monitor my child's progress in school and communicate the importance of education and learning to my child.

Participate in school activities when possible.  
Contact my child's teacher/school when wanting/needing more information about my child  
Read information sent home from the school – both student work and school information  
Encourage and help my child to complete necessary reading and homework  
Respect the school, staff, students, and families.

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

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

As a parent, I understand that participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

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

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

## Funding

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

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

Fiscal support (EPC)

See funding attached to goals and actions.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The 2022/2023 SPSA was shared with the School Site Council (SSC) on several occasions to review previous goals, update priorities, discuss expenditures and approve. The 2023/2024 SPSA was approved by the River Oaks SSC in May.

## **Resource Inequities**

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

No resource inequities were identified at this time.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

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

### Conclusions based on this data:

1. Although our school district is experiencing declining enrollment, River Oaks' enrollment remains fairly steady.
2. A decline in kindergartners caused a collapse of a classroom. Other sites are offering full day kindergarten next year. We will offer half day kindergarten for the 23-24 school year. In future, offering a full day kindergarten class may increase enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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

### Conclusions based on this data:

1. As a site, we will look at our students individually to determine personalized supports that will allow them to be reclassified.
2. We will monitor ELD groups and notify families upon meeting criteria throughout the school year.
3. Percent of students classified as EL has slightly declined while the percent of students classified as R-FEP has slightly increased.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	62		0	62		0	62		0.0	100.0	
Grade 4	70	91		0	91		0	91		0.0	100.0	
Grade 5	82	66		0	65		0	65		0.0	98.5	
Grade 6	67	89		0	89		0	89		0.0	100.0	
All Grades	308	308		0	307		0	307		0.0	99.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2416.			19.35			25.81			22.58			32.26	
Grade 4		2455.			20.88			23.08			21.98			34.07	
Grade 5		2499.			30.77			20.00			16.92			32.31	
Grade 6		2533.			15.73			37.08			29.21			17.98	
All Grades	N/A	N/A	N/A		21.17			27.04			23.13			28.66	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.74			59.68			22.58	
Grade 4		20.88			63.74			15.38	
Grade 5		20.00			63.08			16.92	
Grade 6		22.47			53.93			23.60	
All Grades		20.52			59.93			19.54	

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.74			51.61			30.65	
Grade 4		8.79			64.84			26.37	
Grade 5		21.54			47.69			30.77	
Grade 6		13.48			64.04			22.47	
All Grades		14.66			58.31			27.04	

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.52			72.58			12.90	
Grade 4		10.99			76.92			12.09	
Grade 5		10.77			75.38			13.85	
Grade 6		20.22			65.17			14.61	
All Grades		14.33			72.31			13.36	

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.90			74.19			12.90	
Grade 4		9.89			78.02			12.09	
Grade 5		23.08			55.38			21.54	
Grade 6		16.85			69.66			13.48	
All Grades		15.31			70.03			14.66	

**Conclusions based on this data:**

1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to reading MAP scores.
2. The greatest percentage falling below standard overall is in the area of writing. This will continue to be an area of focus.
3. When comparing cohort groups, fifth grade shows a lower percentage of at/near standard in the area of writing, however they had the highest in above standard in the same area.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	62		0	62		0	62		0.0	100.0	
Grade 4	70	91		0	91		0	90		0.0	98.5	
Grade 5	82	66		0	65		0	65		0.0	100.0	
Grade 6	67	89		0	89		0	89		0.0	100.0	
All Grades	308	308		0	307		0	306		0.0	99.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2437.			17.74			27.42			40.32			14.52	
Grade 4		2457.			7.78			33.33			32.22			26.67	
Grade 5		2481.			15.38			24.62			29.23			30.77	
Grade 6		2516.			15.73			28.09			21.35			34.83	
All Grades	N/A	N/A	N/A		13.73			28.76			30.07			27.45	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.35			72.58			8.06	
Grade 4		18.89			47.78			33.33	
Grade 5		12.31			52.31			35.38	
Grade 6		14.61			53.93			31.46	
All Grades		16.34			55.56			28.10	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.35			53.23			27.42	
Grade 4		13.33			62.22			24.44	
Grade 5		15.38			52.31			32.31	
Grade 6		14.61			59.55			25.84	
All Grades		15.36			57.52			27.12	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.58			66.13			11.29	
Grade 4		12.22			58.89			28.89	
Grade 5		10.77			53.85			35.38	
Grade 6		11.24			69.66			19.10	
All Grades		13.73			62.42			23.86	

**Conclusions based on this data:**

1. The percentage of students meeting standards is comparable to the percentage of students that are on grade level according to math MAP scores.
2. Concepts and procedures is an area of strength for the third grade cohort, while this area was the highest percentage of below standard for the other cohorts across grade levels.
3. When comparing cohort groups, the percentage at or near standards consistently shows the highest across all domains. Math will continue to be an area of focus at River Oaks.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1412.6	1399.2		1423.4	1416.2		1388.1	1359.3		14	25	
<b>1</b>	1457.1	1450.3		1458.5	1464.7		1455.4	1435.2		11	12	
<b>2</b>	1499.8	1509.2		1495.7	1492.3		1503.6	1525.5		18	11	
<b>3</b>	1519.5	1502.2		1524.0	1501.2		1514.4	1502.6		27	16	
<b>4</b>	1530.3	1514.9		1533.8	1515.9		1526.2	1513.3		17	18	
<b>5</b>	1491.3	*		1487.7	*		1494.4	*		12	8	
<b>6</b>	1520.3	1562.3		1518.1	1578.5		1522.0	1545.6		13	11	
<b>All Grades</b>										112	101	

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	12.00		42.86	36.00		28.57	32.00		21.43	20.00		14	25	
1	18.18	25.00		36.36	41.67		45.45	33.33		0.00	0.00		11	12	
2	38.89	36.36		38.89	54.55		16.67	9.09		5.56	0.00		18	11	
3	59.26	31.25		29.63	50.00		7.41	6.25		3.70	12.50		27	16	
4	64.71	50.00		17.65	33.33		11.76	5.56		5.88	11.11		17	18	
5	33.33	*		50.00	*		8.33	*		8.33	*		12	*	
6	23.08	72.73		46.15	27.27		23.08	0.00		7.69	0.00		13	11	
All Grades	39.29	31.68		35.71	42.57		17.86	15.84		7.14	9.90		112	101	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		35.71	8.00		50.00	72.00		14.29	20.00		14	25	
1	0.00	8.33		54.55	16.67		36.36	41.67		9.09	33.33		11	12	
2	22.22	27.27		55.56	45.45		16.67	27.27		5.56	0.00		18	11	
3	14.81	6.25		44.44	37.50		29.63	50.00		11.11	6.25		27	16	
4	17.65	0.00		29.41	38.89		29.41	44.44		23.53	16.67		17	18	
5	0.00	*		8.33	*		83.33	*		8.33	*		12	*	
6	0.00	18.18		23.08	27.27		46.15	54.55		30.77	0.00		13	11	
All Grades	9.82	6.93		37.50	25.74		38.39	52.48		14.29	14.85		112	101	

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

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

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

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



**Conclusions based on this data:**

1. When analyzing the mean scores by domain, we noticed that in grades 1st and 3rd, the mean score was higher for writing in than oral language "somewhat/moderately". We attribute this to the rigor of our ELA curriculum and the commitment to the frequency that writing is being practiced in the classroom.
2. Based on domain performances, we need to continue to focus on all domains by giving students regular opportunities to read, write, speak, and listen in the classroom.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
542	54.8	20.3	0.4
Total Number of Students enrolled in River Oaks Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	20.3
Foster Youth	2	0.4
Homeless	26	4.8
Socioeconomically Disadvantaged	297	54.8
Students with Disabilities	76	14.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6
American Indian	3	0.6
Asian	35	6.5
Filipino	5	0.9
Hispanic	288	53.1
Two or More Races	9	1.7
Pacific Islander	3	0.6
White	196	36.2

**Conclusions based on this data:**

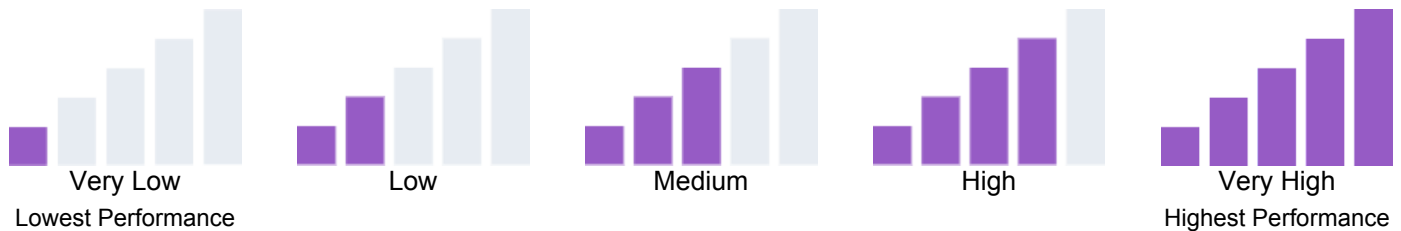
1. Our Hispanic student population continues to be our highest population of students by race/ethnicity. We are continuing to work to increase student achievement for this student population.
2. Our Socioeconomically Disadvantaged population continues to be our largest student group. We are continuing to work to increase student achievement for this student group.
3. Students with disabilities continues to be a significant student group at River Oaks. 14% of our student population is on an IEP. We are continuing to work to increase student achievement for this student population.

# School and Student Performance Data

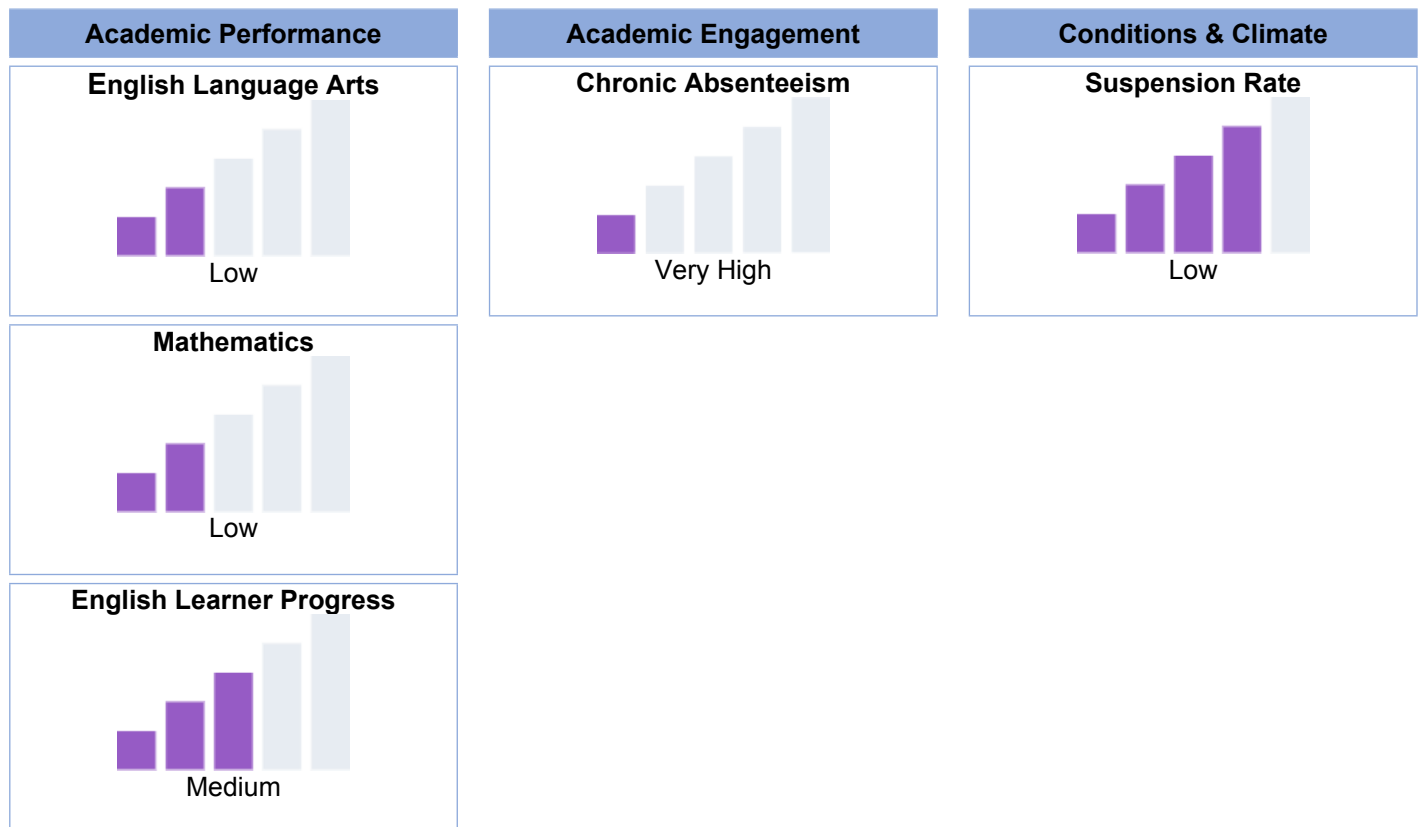
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



### Conclusions based on this data:

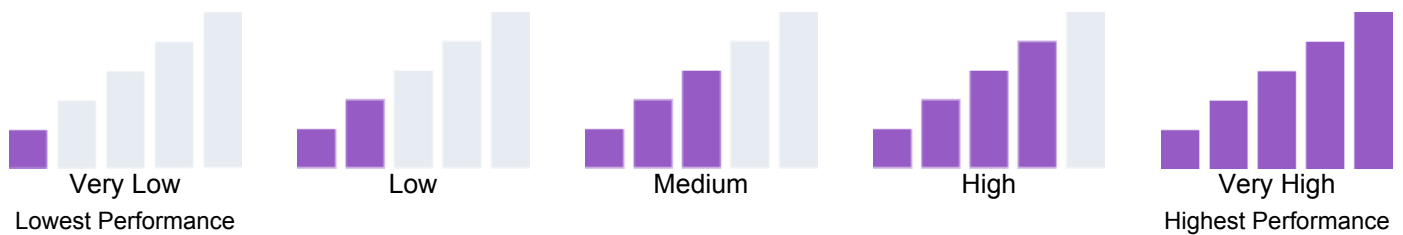
1. Chronic Absenteeism is an area of focus for River Oaks. We will continue to seek ways to promote regular attendance.
2. The River Oaks staff continues to find alternative ways of discipline to suspension.

# School and Student Performance Data

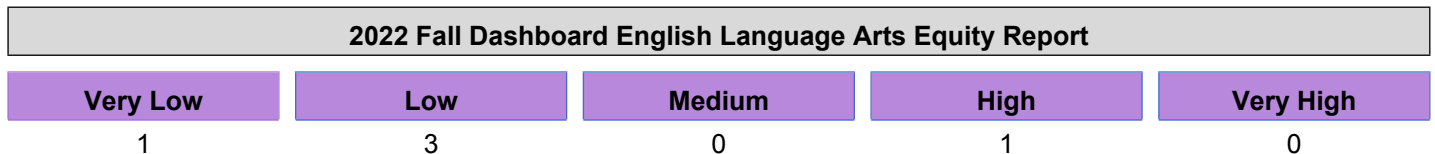
## Academic Performance English Language Arts

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

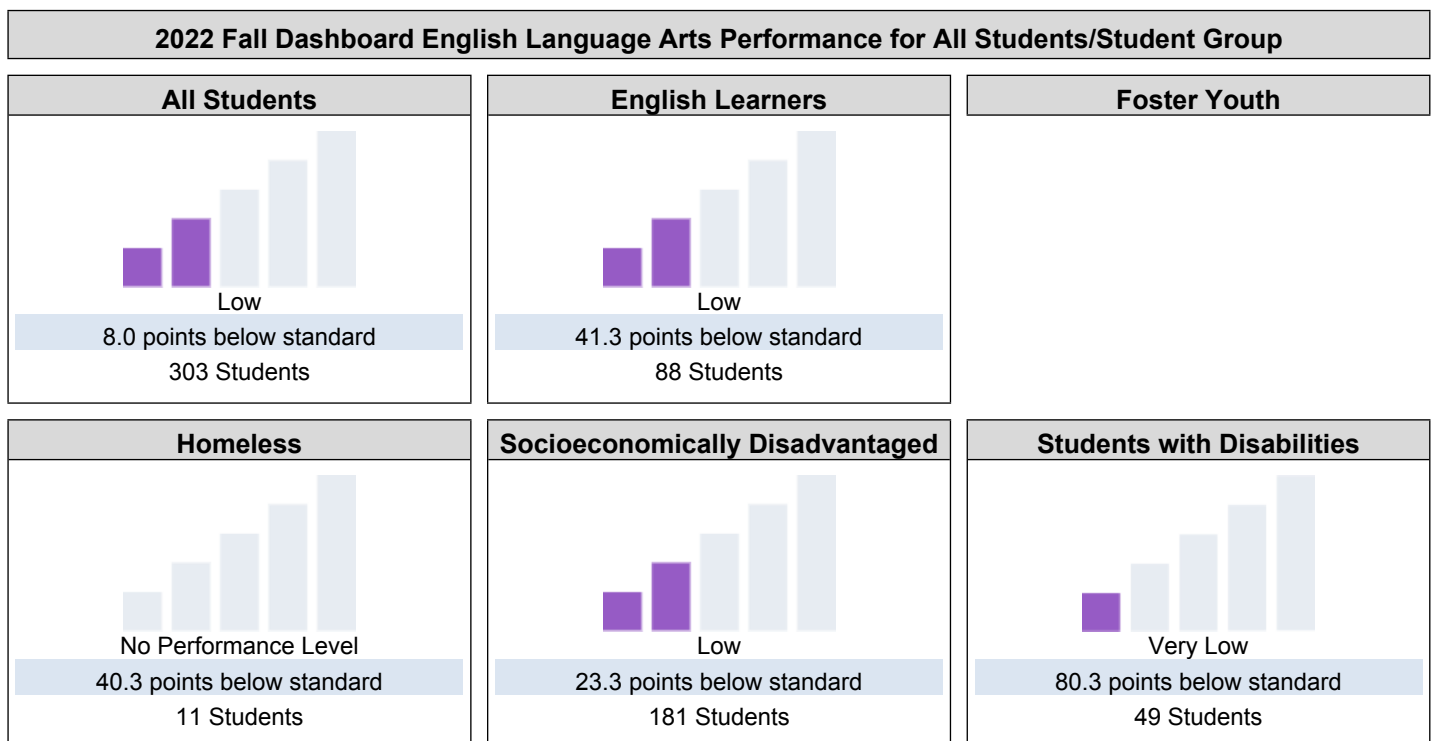
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



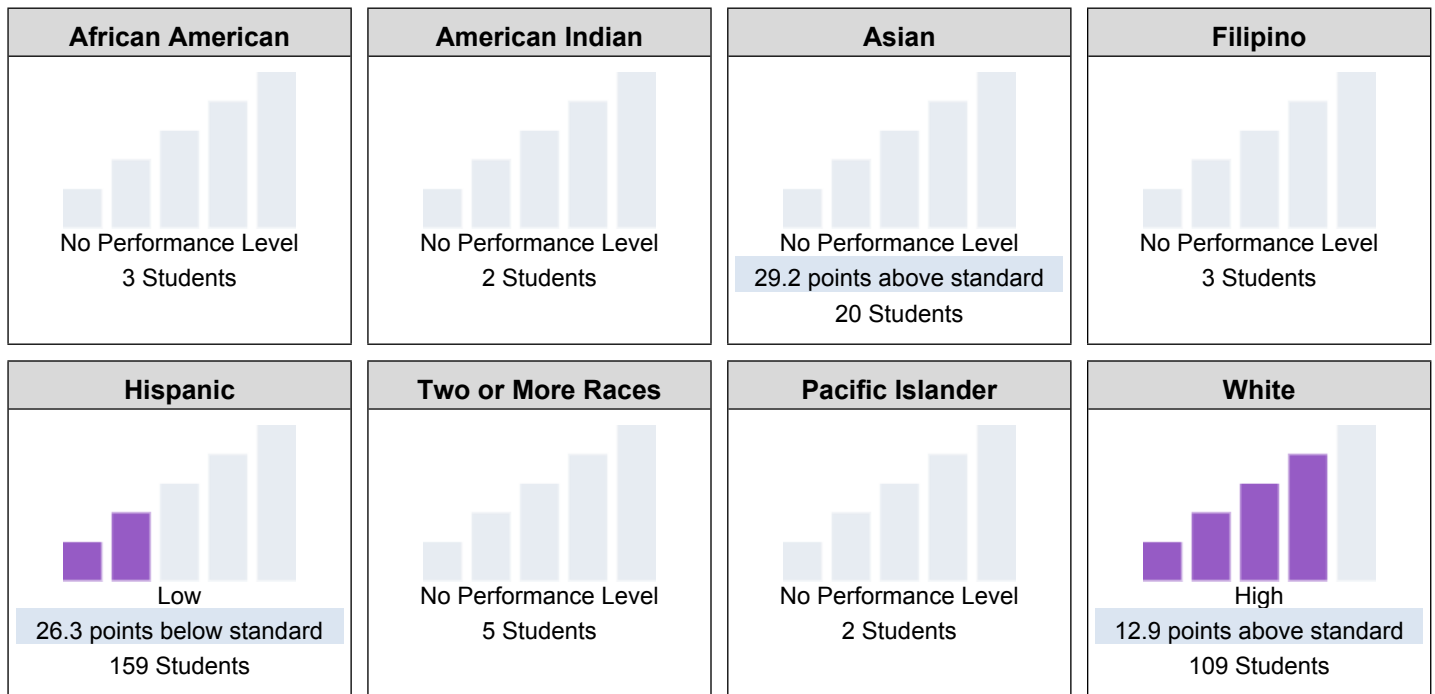
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.7 points below standard	7.6 points above standard	0.0 points below standard
51 Students	37 Students	200 Students

#### Conclusions based on this data:

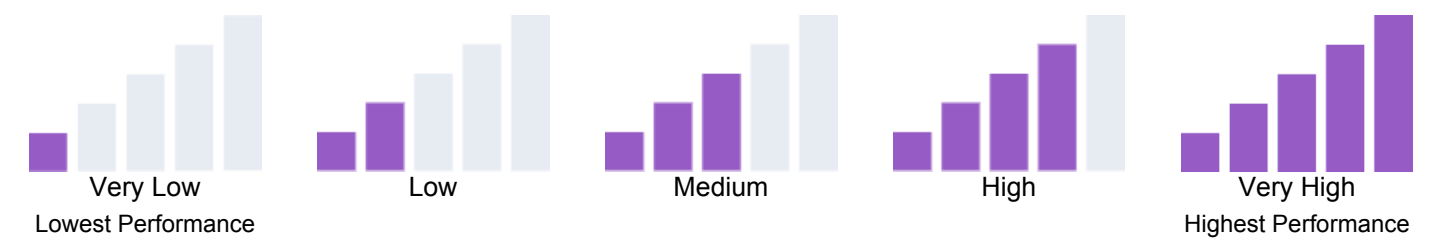
1. We are continuing to make our Socioeconomically Disadvantaged student group a target group as it is more than half of our student population. Meeting their social and emotional needs will be important for the success of their academic achievements at school.
2. Our English Learners are continuing to receive support through designated and integrated ELD.
3. Students with Disabilities continue to be a target group. The district has purchased ELA and math curriculum for this student group to better support their needs while still teaching grade level content.

# School and Student Performance Data

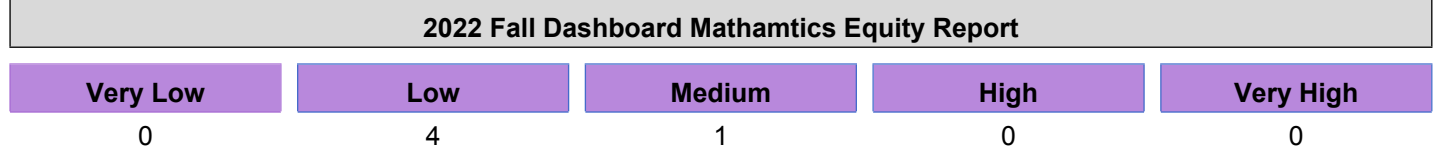
## Academic Performance Mathematics

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

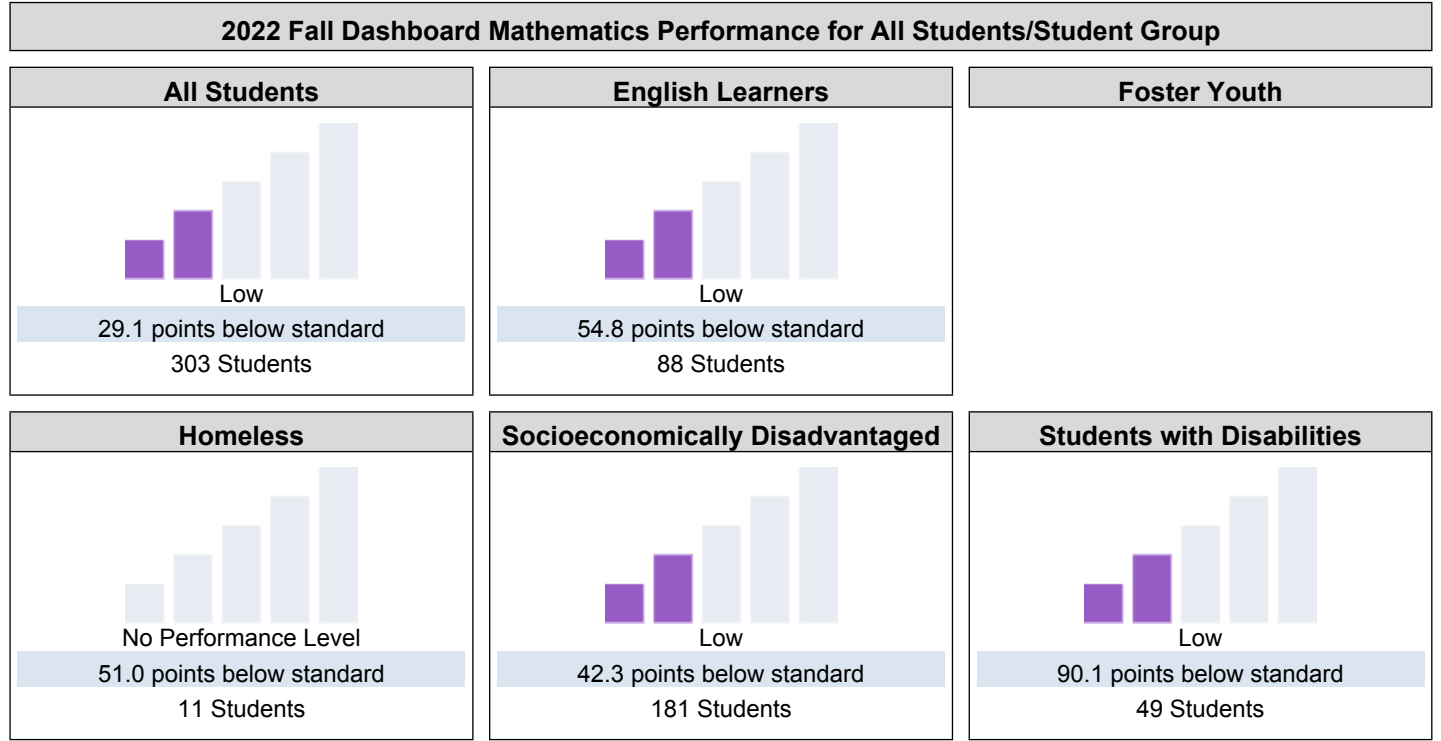
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

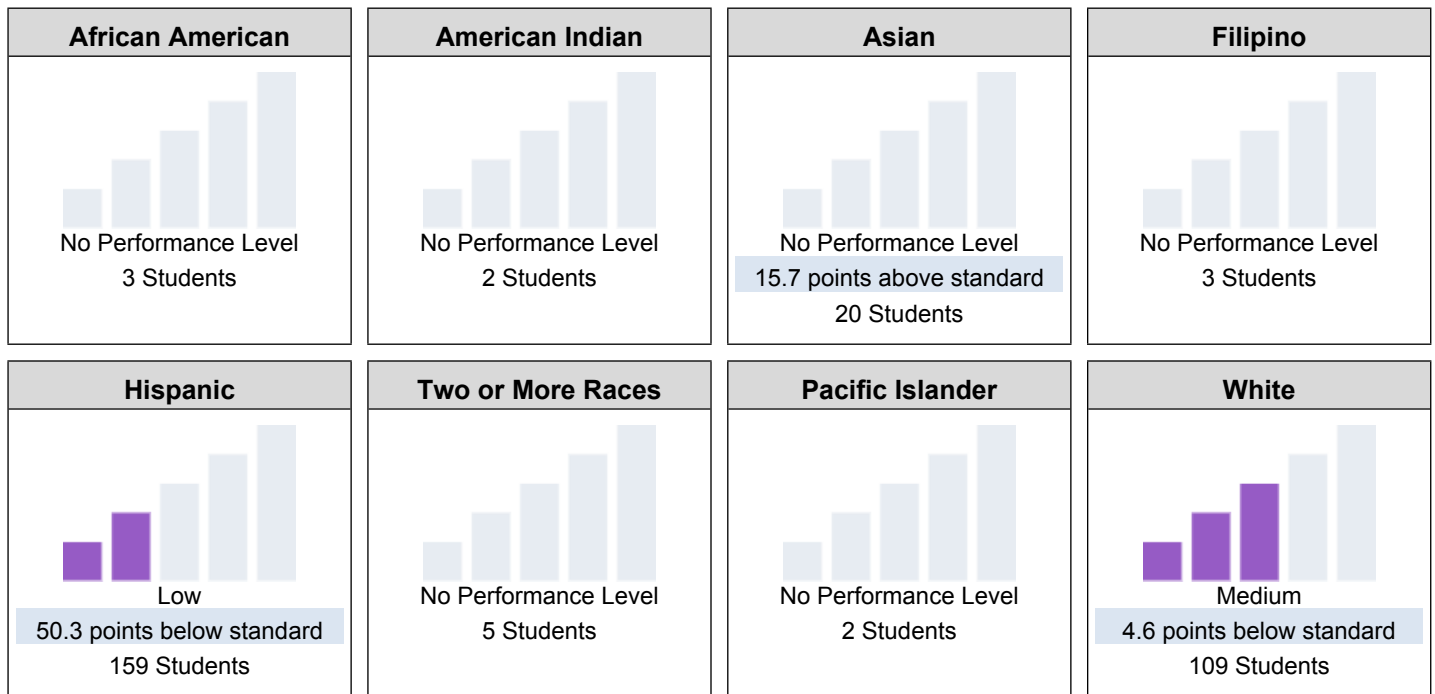


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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





### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.8 points below standard 51 Students	8.0 points below standard 37 Students	23.9 points below standard 200 Students

#### Conclusions based on this data:

1. We are continuing to make our Socioeconomically Disadvantaged students a target student group.
2. Our English Learners are continuing to receive support through designated and integrated ELD and specifically will have needs to target mathematical language in the content for ELs.
3. Students with Disabilities continue to be a target group. The district purchased math curriculum that is designed to better support students with disabilities.

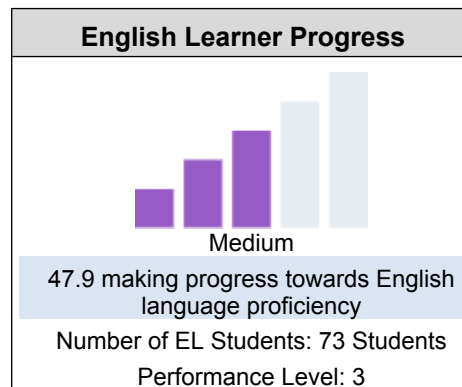
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.5%	31.5%	2.7%	45.2%

#### Conclusions based on this data:

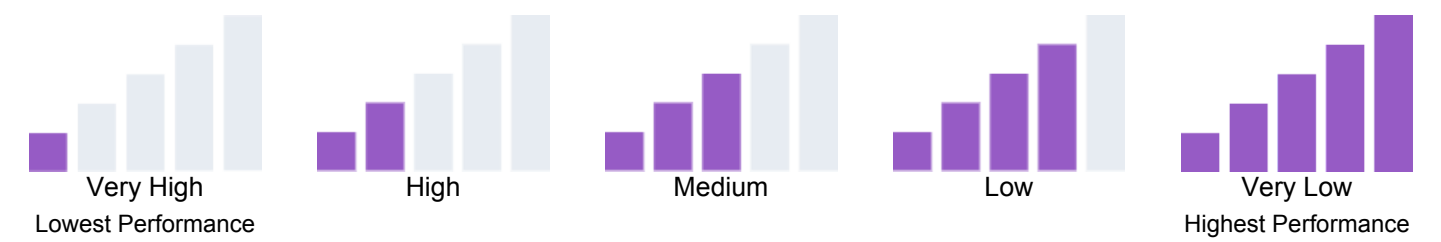
1. Through designated and integrated ELD, we are continuing to strive to improve English Learner progress.
2. Long Term English Learners (LTEL) continue to be a focus group within progress monitoring.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

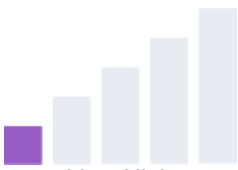
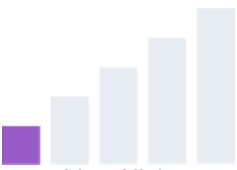


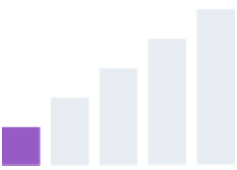
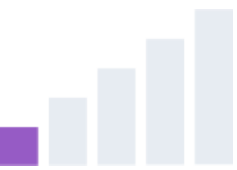
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



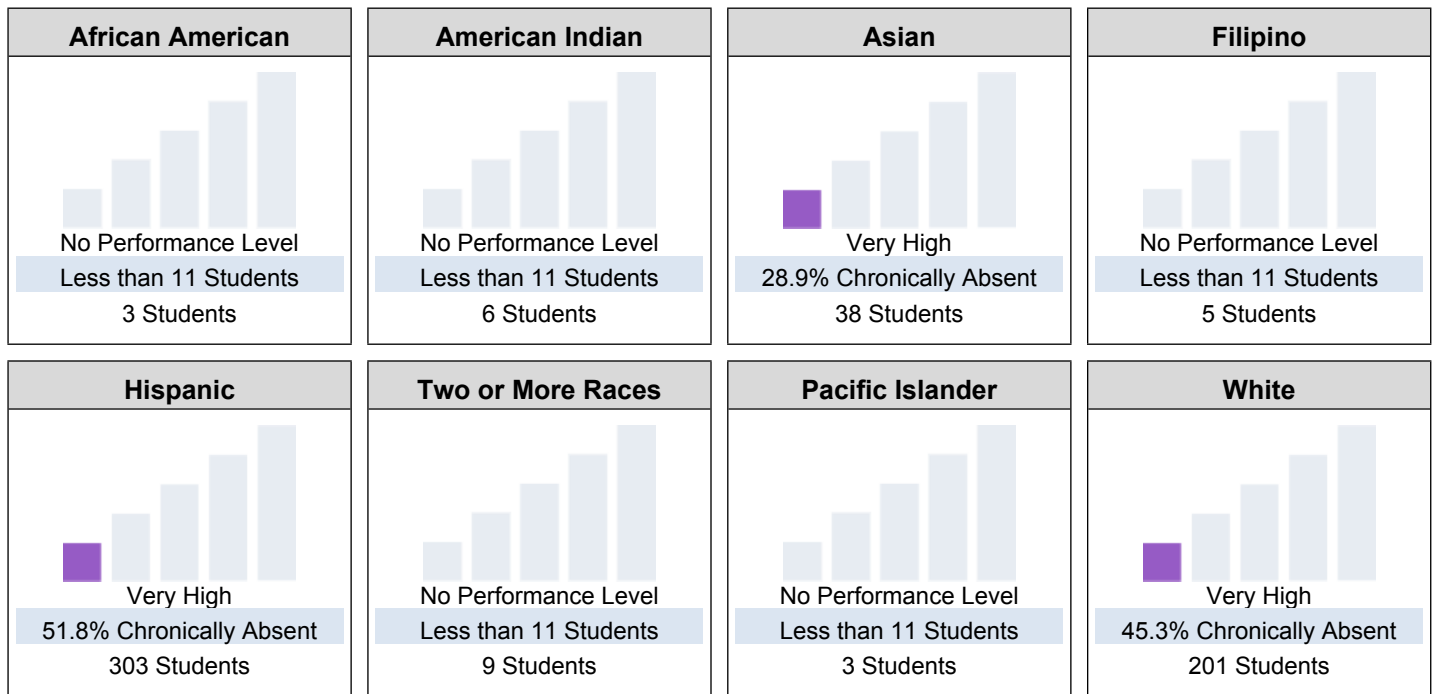
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Very High		Very High		No Performance Level	
47.5% Chronically Absent		47.7% Chronically Absent		Less than 11 Students	
568 Students		132 Students		3 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Level		Very High		Very High	
69.2% Chronically Absent		53.9% Chronically Absent		60.2% Chronically Absent	
26 Students		330 Students		103 Students	

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

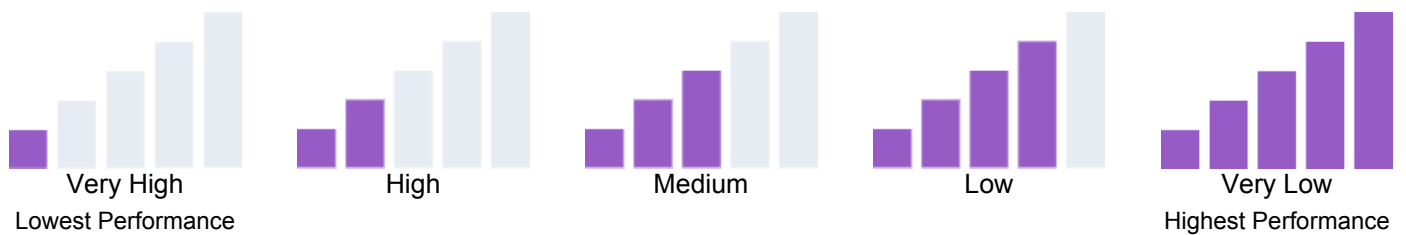
1. Based on the data, chronic absenteeism appears to be an area of concern for our Asian, Hispanic and White students. Our School Attendance Review Team (SART) will analyze absenteeism by these student populations to see if there are patterns and what steps to take to help support families to decrease the amount of days missed.
2. Based on the data, chronic absenteeism continues to be an area of concern for our Students with Disabilities. Our SART will analyze absenteeism by this student group to determine if our data is reflective of the group as a whole, or if it is a few students with chronic medical conditions. Administration and special education specialists will also be collaborating with families to support increasing daily attendance.
3. The Socioeconomically Disadvantaged student group represented more than half of our overall student population being chronically absent. This will be an area of focus with our SART process.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

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



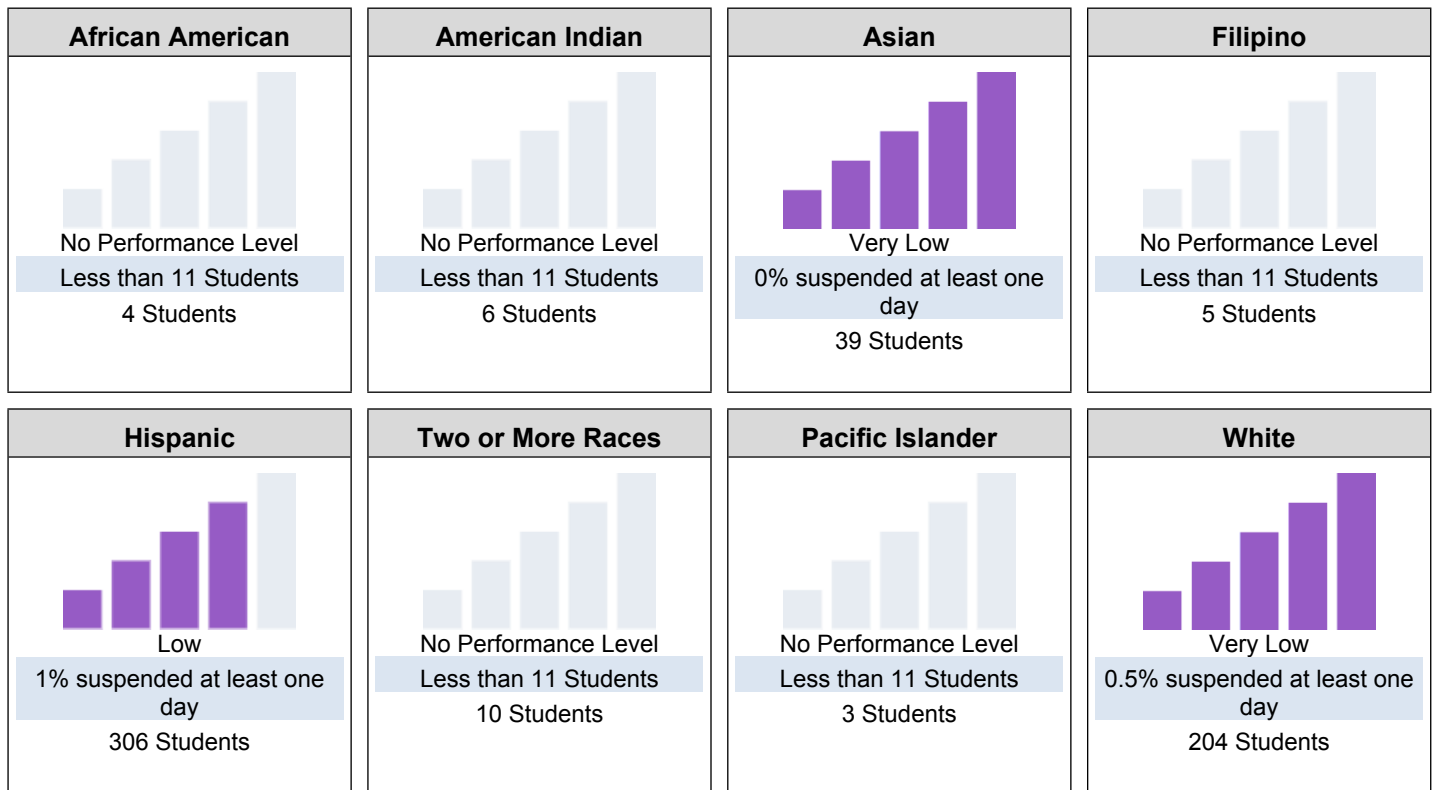
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	3	3

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b> <p>Low</p> <p>0.7% suspended at least one day</p> <p>577 Students</p>	<b>English Learners</b> <p>Low</p> <p>0.8% suspended at least one day</p> <p>132 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>3 Students</p>
<b>Homeless</b> <p>No Performance Level</p> <p>0% suspended at least one day</p> <p>26 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Low</p> <p>0.9% suspended at least one day</p> <p>334 Students</p>	<b>Students with Disabilities</b> <p>Very Low</p> <p>0% suspended at least one day</p> <p>106 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Restorative practices will continue to be used as an alternative to suspensions.
2. Continue to monitor students through MTSS with preventative behavioral supports for students who have been suspended.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Learner Engagement

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

Meeting the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Based on the data listed below, Winter to Winter DRA data increased by 4%. A need has been identified as increasing student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development.

Winter 2022 to Winter 2023 MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and both Eureka pacing guides are needed at all grade levels

Winter 2022 to Winter 2023 MAP in the area of reading is similar to the identified needs already stated based on DRA data, cycles of improvement need to take place at all grade levels. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies is also needed. Additional support with an emphasis on how the ELA standards shift from primary grades to intermediate.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of K-3rd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year	2020-21 Baseline: 63% of TK-2nd grade students met or exceeded all benchmarks on the 20-21 third trimester District Reading Assessment (DRA).  During 21-22 Trimester 2 DRA data indicates that 56% of TK-	2023-2024 70% of all K-2nd grade students will met or exceed all benchmarks on the DRA Tri 2.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2nd grade students met or exceeded all benchmarks.</p> <p>Actual Outcome: During 22-23 Trimester 2, 60% of K-3rd grade students met or exceeded all benchmarks on District Reading Assessment (DRA).</p>	
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile in Math on the winter MAP assessment will increase at least 5% each year.	<p>2020-21 Baseline: 31% of 1st-6th grade students met or exceeded the 60th percentile in Math on the Spring 2021 MAP assessment.</p> <p>2021-2022: 38% met or exceeded the 60th percentile in Math for the Winter MAP assessment.</p> <p>Actual Outcome: During the 22-23 Winter MAP assessment, 39% of 1st-6th grade students met or exceeded the 60th percentile in Math.</p>	At least 44% of 1st-6th grade students in all student groups will meet/exceed the 60th percentile in Math on the Winter 2024 MAP assessment.
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile in Reading on the winter MAP assessment will increase at least 5 percent each year.	<p>2020-21 Baseline 40% of 1st-6th grade students, in all student groups, met or exceeded the 60th percentile in Reading on the spring 2021 MAP assessment.</p> <p>2021-2022: 51% of 1st-6th grade students, in all student groups, met or exceeded the 60th percentile in Reading on the Winter 2022 MAP assessment.</p> <p>Actual Outcome: During the 22-23 Winter MAP assessment, 45% of all 1st-6th grade students met or exceeded the 60th percentile in Reading.</p>	At least 50% of 1st-6th grade students in all student groups will meet/exceed the 60th percentile in Reading on the Winter 2024 MAP assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	<p>2019 CA Dashboard- Mathematics  All students: GREEN, 2.9 points above standard  White: GREEN, 32.6 points above standard  Hispanic: YELLOW, 19.6 points below standard  Socioeconomically Disadvantaged: YELLOW, 19.3 points below standard  Students with Disabilities: ORANGE 80.7 points below standard  All English Learners: YELLOW 24.2 points below standard</p> <p>2020 Data: Not reported</p> <p>2021-2022 Dashboard - Mathematics  All students: Low, 29.1 points below standard  White: Medium, 4.6 points below standard  Hispanic: Low, 50.3 points below standard  Socioeconomically Disadvantaged: Low, 42.3 points below standard  Students with Disabilities: Low, 90.1 points below standard  English Learners: Low, 54.8 points below standard</p>	<p>All students: Mathematics  All students: Low, 24.1 points below standard  White: High, 0.4 points above standard  Hispanic: Low, 45.3 points below standard  Socioeconomically Disadvantaged: Low, 37.3 points below standard  Students with Disabilities: Low, 85.1 points below standard  English Learners: Low, 49.8 points below standard</p>
All student groups on the CA School Dashboard will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.	<p>Fall 2019 CA Dashboard- ELA  All students: GREEN, 14.9 points above standard  White: GREEN, 44.9 points above standard  Hispanic: ORANGE, 8.3 points below standard  Socioeconomically Disadvantaged: ORANGE, 7.2 points below standard  Students with Disabilities: ORANGE, 59.6 points below standard</p>	<p>All students: ELA  All students: Low, 3.0 points below standard  White: High, 7.9 points above standard  Hispanic: Low, 21.3 points below standard  Socioeconomically Disadvantaged: Low, 18.3 points below standard  Students with Disabilities: Very Low, 75.3 points below standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>All English Learners: ORANGE, 9.1 points below standard</p> <p>2020 Data: Not reported</p> <p>2021-2022 Dashboard - ELA All students: Low, 8.0 points below standard White: High, 12.9 points above standard Hispanic: Low, 26.3 points below standard Socioeconomically Disadvantaged: Low, 23.3 points below standard Students with Disabilities: Very Low, 80.3 points below standard English Learners: Low, 41.3 points below standard</p>	English Learners: Low, 36.3 points below standard
The participation rate of 3rd-6th grade students on IEPs taking the Math and ELA CAASPP will meet or exceed 95%.	<p>2019 CA Dashboard indicated that students on IEPs taking the Math and ELA CAASPP was 99% for each content area.</p> <p>2020 Data: Not reported.</p> <p>2021-2022 Dashboard indicated that 96% of students on IEPs participated in the Math and ELA CAASPP</p>	The participation rate of 3rd-6th grade students on IEPs taking the Math and ELA CAASPP be maintained at 99%
English Learners making Annual Progress in learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.	<p>The fall 2019 CA Dashboard indicates that English Learner Progress was 53.1%.</p> <p>2020 Data: Not reported</p> <p>Actual Outcome The 2022 Fall Dashboard indicates that English Learner Progress was 47.9%</p>	Increase the percentage of English Learner Progress to at least 52.9%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner reclassification rate will increase at least 1% each year.	<p>The 2019-2020 reclassification rate was 4.7%</p> <p>The 2021-2022 reclassification rate was 28%</p>	Increase the English Learner reclassification rate to at least 29%
Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources will be maintained at 100%.	<p>2020-21 Baseline Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources was 100%</p> <p>Actual Outcome Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources was maintained at 100%.</p>	Students taught with CCSS aligned ELA, Math, ELD and NGSS curriculum and supplemental bridge resources will be maintained at 100%.
Students utilizing technological resources in order to support academic growth will be maintained at 100%	<p>2020-21 Baseline Students utilizing technological resources in order to support academic growth was 100% for 2020-2021</p> <p>Actual Outcome Students utilizing technological resources in order to support academic growth was maintained at 100%.</p>	Students utilizing technological resources in order to support academic growth will be maintained at 100%
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%	<p>2020-21 Baseline Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice was 100% during 2020-2021.</p> <p>Actual Outcome Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and</p>	Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	teaching practice was maintained at 100%.	
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening Circles, surveys, and teacher/parent talks) to promote parent participation in programs.	<p>2020-21 Baseline Parents of unduplicated students were represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening Circles, surveys, and teacher/parent talks) to promote parent participation in programs</p> <p>Actual Outcome Parents of unduplicated students were represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening Circles, surveys, and teacher/parent talks) to promote parent participation in programs.</p>	Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC, ELAC, DELAC, Listening Circles, surveys, and teacher/parent talks) to promote parent participation in programs.
Parent CalSCHLS survey will be completed by a minimum of 150 families with an increase of 10% each year.	<p>2020-21 Baseline 148 parents responded to the 2021 Parent CalSCHL survey.</p> <p>77 families completed the Parent CalSCHL survey for the 2021-2022 school year.</p> <p>Actual Outcome: 70 families completed the Parent CalSCHL survey for the 2022-2023 school year.</p>	Parent CalSCHL survey will be completed by a minimum of 77 families.
Parent use of the SIS ParentVUE will increase by 10% annually.	<p>Baseline During the 21-22 school year the rate of parent usage of ParentVUE was 56%.</p> <p>During the 22-23 school year the rate of parent usage of ParentVUE was 79%.</p>	Increase the parent usage of ParentVUE rate to 89%.
Facilities Inspection Tool (FIT) rating provided by the CDE will	2020-21 Baseline River Oaks has a current rating of FAIR.	River Oaks will maintain its rating of GOOD.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
be increased and maintained at "GOOD" for all sites.	2021-22 River Oaks has a current rating of GOOD  Actual Outcome: 2022-2023 River Oaks has a current rating of GOOD	

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Continue certificated K-6 staffing to implement high quality K-3 reading instruction with class size reduction. Mentor teachers will support general education and special education intern teachers. Admin will collaborate with intern college support providers and coaches.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
75,753.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
10,710.00	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
29,462.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants
53,447.00	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants

## Strategy/Activity 2

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

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

## All Students

### Strategy/Activity

Fall 2022 MAP scores will be used to set growth goals for students in reading and math. Teachers will determine if students need to make a year's growth or more than a year's growth. Progress towards meeting these goals will be shared with parents and students after the winter/spring 2023 testing windows. Teachers will determine if students met their individual growth goals based on winter/spring 2023 MAP scores.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

600.00

#### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Student Incentives

### Strategy/Activity 3

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

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

All students grades 3-6

### Strategy/Activity

SBAC reports will be shared with staff, students, and parents to monitor growth from 2022 to 2023.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

### Strategy/Activity 4

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

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

All English Learners

### Strategy/Activity

Professional development with adopted ELD curriculum will be provided. School-wide focus will be on integrated ELD lessons and instructional strategies. EL students will receive a minimum of 150 minutes per week of ELD instruction.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries ELAC Meetings
1,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ELPAC support

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

All K-4 students will receive whole group SIPPS reading instruction daily. All K-3 students not reading at grade level will have a daily intervention group in addition to their SIPPS instruction. Implement small group reading instruction for students in 4th-6th grades that are not reading on grade level. Intervention data will be recorded and monitored by classroom teacher.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,156.00	Title I 4000-4999: Books And Supplies SIPPS Materials
34.77	Title I 4000-4999: Books And Supplies Read Alouds

## Strategy/Activity 6

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

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

All students

### Strategy/Activity

We will increase learner support in the area of math through the use of instructional assistants. The leadership team will develop curriculum-based consistencies for every grade level.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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## Strategy/Activity 7

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

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

All Students

### Strategy/Activity

All staff will participate in high quality professional development opportunities for implementation of curriculum.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 8

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

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

All Students

### Strategy/Activity

Math instruction and learner progress will be monitored and evaluated through classroom observations, module pacing, and assessment scores.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 9

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

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

All Students

### Strategy/Activity

Site funds will be used to purchase NGSS supplies and supplemental curriculum, as well as NGSS professional development.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00

LCFF - Supplemental  
4000-4999: Books And Supplies

**Strategy/Activity 10****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Site funds will be used to support online learning to differentiate instructional support.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)****Source(s)**

7276.00

 LCFF - Supplemental  
 4000-4999: Books And Supplies  
 Accelerated Reader

2344.80

 LCFF - Supplemental  
 4000-4999: Books And Supplies  
 Discovery Education

600.00

 LCFF - Supplemental  
 4000-4999: Books And Supplies  
 Starfall

2,500.00

 LCFF - Supplemental  
 4000-4999: Books And Supplies  
 Zearn
**Strategy/Activity 11****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Classroom observations will be completed as determined by the current evaluation plan.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)****Source(s)****Strategy/Activity 12****Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Synergy ParentVUE will be used to communicate students' progress to parents.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 13**

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

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

All students

Strategy/Activity

SPSA goals and data will be shared with all stakeholders.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 14**

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

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

All Students

Strategy/Activity

A 5 year routine facilities maintenance plan has been developed.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 15**

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

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

All Students

Strategy/Activity

Technology equipment to support access to educational resources

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1533.51	Title I 5000-5999: Services And Other Operating Expenditures Projector
256.70	Title I 4000-4999: Books And Supplies Audio equipment

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Results of the 2022 state assessments reflected positive growth in some areas of mathematics and a slight decrease in the area of English Language Arts. Last year was our first year back in school after distance learning and we are progress was made in certain areas.

MAP Reading and Mathematics and DRA Fall to Winter data shows growth. When comparing data in these areas Winter to Winter, there are increases and decreases. We will continue to work to building back systems following the pandemic. Improving chronic attendance with ongoing systems of support will be crucial towards meeting the needs of diverse learners. Through intervention and access to a wide range of unique academic opportunities will result in the growth toward our target metrics.

Classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. While we met many aspects of the stated goal, we will continue to allocate funds to provide access to professional development for staff for further goal attainment

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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

The goal and strategies/activities will continue in 2023-2024.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Whole Learner Development

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

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

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

On the most recent CalSCHLS grades 5-8 student Survey:

Students who felt sad/depressed showed a decrease from 2021-2022 to 2022-2023 survey results. Students also felt the anti-bullying climate increased from the previous year. However, students still express a high motivation to learn while having a high level of boredom at school, particularly in the 5th grade cohort.

Social Emotional Learning (SEL): All stakeholder groups (DAC, DELAC, SpEd PAC, Admin., etc.) and the district MTSS Committee identified the need to make SEL a priority and integrated throughout the school day.

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance will increase to 96% or greater.	Baseline: (CALPADS) The 2018-19 daily attendance = 95%	The daily attendance will be at 96% or higher.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>The 2022-April 2023 daily attendance = 92.67%</p> <p>Actual Outcome: The 2022-2023 daily attendance % = TBD</p>	
Chronic Absenteeism will decrease by 5% or greater for every student group.	<p>Baseline Fall 2019 CA Dashboard - Chronic Absenteeism All students: ORANGE, 10.6% White: ORANGE, 11.4% Hispanic: ORANGE, 10.8% Socioeconomically Disadvantaged: ORANGE, 12% Students with Disabilities: RED, 21.4% All English Learners: color, 11.7%</p> <p>The 2021-2022 chronic absenteeism (District SIS Data): All students: Very High, 47.5% White: Very High, 45.3% Hispanic: Very High, 51.8% Socioeconomically Disadvantaged: Very High, 53.9% Students with Disabilities: Very High, 60.2% All English Learners: Very High, 47.7%</p>	<p>The chronic absenteeism rate will be 5% or less. All students: Very High, 42.5% White: Very High, 40.3% Hispanic: Very High, 46.8% Socioeconomically Disadvantaged: Very High, 48.9% Students with Disabilities: Very High, 55.2% All English Learners: Very High, 42.7%</p>
The suspension rate will decrease by 0.1% or greater for every student group.	<p>Baseline Fall 2019 CA Dashboard- Suspension All students: YELLOW, 0.8% White: GREEN, 0.9% Hispanic: YELLOW, 0.7% Socioeconomically Disadvantaged: ORANGE, 1.1% Students with Disabilities: ORANGE, 2.5% All English Learners: BLUE 0%</p>	<p>The suspension rate will decrease by 0.1% All students: Very Low, 0.6% All English Learners: Low, 0.7% Socioeconomically Disadvantaged: Low, 0.8% Students with Disabilities: Very Low, 0.0% Hispanic: Low, 0.9% White: Very Low, 0.4%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>(District SIS Data)</p> <p>The 2021-2022 suspension rate</p> <p>All Students: Low, 0.7%</p> <p>English Learners: Low, 0.8%</p> <p>Socioeconomically Disadvantaged: Low, 0.9%</p> <p>Students With Disabilities: Very Low, 0.0%</p> <p>Hispanic: Low, 1%</p> <p>White: Very Low, 0.5%</p>	
The expulsion rate will remain at 0%	<p>Baseline</p> <p>The 2020-2021 expulsions = 0</p> <p>The 2021-2022 expulsions = 1</p> <p>The 2022-2023 expulsions = 0</p>	The expulsion rate will decrease to 0%
The percentage of parents responding "Strongly Agree" on the annual CalSCHLs Survey will increase at least 5%.	<p>Baseline 2020-21</p> <p>Based on parent responses on the 2020-2021 CalSCHLs Survey,</p> <p>39% - the school encourages them to be an active partner.</p> <p>45% - the school promotes academic success for all students.</p> <p>45% - the school is a safe place for their child.</p> <p>46% - the school treats students with respect</p> <p>Based on parent responses on the 2021-22 CalSCHLs Survey,</p> <p>33% - the school encourages them to be an active partner.</p> <p>37% - the school promotes academic success for all students.</p> <p>42% - the school is a safe place for their child.</p> <p>42% - the school treats students with respect.</p> <p>Actual Outcome 2022-23</p> <p>36% - the school encourages them to be an active partner.</p>	<p>41% of the respondents "strongly agree" that the school encourages them to be an active partner.</p> <p>50% of respondents "strongly agree" that the school promotes academic success for all students.</p> <p>43% of respondents "strongly agree" that the school is a safe place for their child.</p> <p>47% of respondents "strongly agree" that the school treats students with respect.</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>45% - the school promotes academic success for all students.</p> <p>38% - the school is a safe place for their child.</p> <p>42% - the school treats students with respect.</p>	
<p>The percentage of students in grades 5-6 responding "yes, most or all of the time" on the annual CalSCHLs Survey will increase at least 5%.</p>	<p><b>Baseline 2020-21</b> Based on student responses on the 2020-2021 CalSCHLs Survey,</p> <p>80% of 5th graders and 77% of 6th graders responded that they feel connected to the school.</p> <p>77% of 5th graders and 82% of 6th graders responded that they experience academic motivation.</p> <p>77% of 5th graders and 67% of 6th graders responded that there are caring adults in school.</p> <p>37% of 5th graders and 43% of 6th graders responded that they have meaningful participation in school.</p> <p>85% of the 5th graders and 71% of the 6th graders responded that there are SEL supports at school.</p> <p>86% of 5th graders and 80% of 6th graders feel safe at school based on their responses.</p> <p><b>2021-22</b> Based on student responses on the 2021-2022 CalSCHLs Survey,</p> <p>75% of 5th graders and 66% of 6th graders responded that they feel connected to the school.</p> <p>81% of 5th graders and 79% of 6th graders responded that they experience academic motivation.</p>	<p>80% of 5th graders and 71% of 6th graders responded that they feel connected to the school.</p> <p>89% of 5th graders and 88% of 6th graders responded that they experience academic motivation.</p> <p>74% of 5th graders and 74% of 6th graders responded that there are caring adults in school.</p> <p>81% of the 5th graders and 69% of the 6th graders responded that there are SEL supports at school.</p> <p>91% of 5th graders and 78% of 6th graders feel safe at school based on their responses.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>78% of 5th graders and 65% of 6th graders responded that there are caring adults in school.</p> <p>76% of the 5th graders and 64% of the 6th graders responded that there are SEL supports at school.</p> <p>76% of 5th graders and 66% of 6th graders feel safe at school based on their responses.</p> <p>Actual Outcome</p> <p>Based on student responses on the 2022-2023 CalSCHLs Survey, 72% of 5th graders and 66% of 6th graders responded that they feel connected to the school.</p> <p>84% of 5th graders and 83% of 6th graders responded that they experience academic motivation.</p> <p>69% of 5th graders and 69% of 6th graders responded that there are caring adults in school.</p> <p>71% of 5th graders and 71% of the 6th graders responded that there are SEL supports at school.</p> <p>86% of 5th graders and 73% of 6th graders feel safe at school based on their responses.</p>	
At least 65% of the students served in summer school 21/22 will be students from our unduplicated student groups (low SES, EL, foster)	<p>Baseline</p> <p>Unduplicated student group participation for summer of 2021 is 67.6%</p> <p>Outcome summer 2022:</p> <p>Unduplicated student group participation for summer of 2022 is 79%</p>	At least 65% of the students served in Extended Learning after school and/or summer are students from our unduplicated student groups (low SES, EL, foster)

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Support staff, parents, and students in using strengths-based talent information and motivation data (CalSCHLS) to address whole child learning and motivation.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

The attendance secretary and administration will work together in using Synergy to monitor student attendance. The SART committee will meet to support targeted chronic absentee families. The district's SARB procedures will be implemented. Reward systems are in place to motivate students to attend school.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

300.00

LCFF - Supplemental  
4000-4999: Books And Supplies  
Student Incentives

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

The Wellness Committee will meet at least once per trimester to monitor the Wellness Action Plan.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

#### **Strategy/Activity 4**

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

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

All Students

Strategy/Activity

All students will participate in at least one service learning opportunity annually.

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

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

Amount(s)

Source(s)

1,000.00

LCFF - Supplemental  
4000-4999: Books And Supplies  
Service Learning Projects

#### **Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Extended Day will be available to those students not meeting grade level standards. After school expanded learning will be available to students based on criteria.

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

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

Amount(s)

Source(s)

#### **Strategy/Activity 6**

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

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

All Students

Strategy/Activity

SEL curriculum, Second Step supplemental materials, visuals, posters

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

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

Amount(s)

250.00

Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Second Step Resources

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

River Oaks classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. River Oaks met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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.

This goal and strategies/activities will continue in 2023-2024 to provide staff with the resources and tools to support a decrease in chronic absenteeism, suspensions, and expulsions.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$70,325.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$192,223.78

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$59,427.98
Title I Part A: Parent Involvement	\$500.00
Title III	\$10,710.00

Subtotal of additional federal funds included for this school: \$70,637.98

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$121,585.80

Subtotal of state or local funds included for this school: \$121,585.80

Total of federal, state, and/or local funds for this school: \$192,223.78

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	129,238.00	7,652.20
Title I Part A: Parent Involvement	1,216.00	716.00
Title I	58,399.00	-1,028.98
Title III	10,710.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	121,585.80
Title I	59,427.98
Title I Part A: Parent Involvement	500.00
Title III	10,710.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,500.00
2000-2999: Classified Personnel Salaries	169,372.00
4000-4999: Books And Supplies	19,818.27
5000-5999: Services And Other Operating Expenditures	1,533.51

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	105,215.00

4000-4999: Books And Supplies	LCFF - Supplemental	15,370.80
2000-2999: Classified Personnel Salaries	Title I	53,447.00
4000-4999: Books And Supplies	Title I	4,447.47
5000-5999: Services And Other Operating Expenditures	Title I	1,533.51
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	500.00
2000-2999: Classified Personnel Salaries	Title III	10,710.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	190,673.78
Goal 2	1,550.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Tina Homdus	Principal
Pam Margiott	Classroom Teacher
Dani Wildermuth	Classroom Teacher
Alyson Willey	Classroom Teacher
Ashley George	Parent or Community Member
Diana Beckworth	Parent or Community Member
Joe King	Parent or Community Member
Rosa Soria	Other School Staff

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

# Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 23, 2023.

Attested:

Principal, Tina Homdus on 5/23/23

SSC Chairperson, Alyson Willey on 5/23/23