

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Riley Elementary

School Plan for Student Achievement
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

Findings for 23-24

68% or more of students in grades 3-5 met or exceeded the ELA SBAC, up 22% from the previous year

48% or more of African American students in grades 3-5 met or exceeded on ELA SBAC, up 24% from the prior year

63% or more of English Language Learners made progress towards English Language Proficiency increase of 50.6 %

59% or more of grades K-2 met proficiency in FRSA (Foundational Reading Skills Assessment), up 18% from the previous year.

On the CA dashboard for 2023, students with disabilities were marked Red, indicating the lowest performance level and signaling significant areas for improvement.

13% of students with disabilities met or exceeded on the ELA SBAC in 22-23, and 15% met or exceeded in 23-24

ELA Goals

Goal 1: Foundational Reading Skills (FRSA)

85% or more of TK-2nd grade students will achieve proficiency by June 2025, up from 66% in June 2024.

Action Plan

Data-Driven Instruction: Conduct regular progress monitoring and use FRSA benchmark data to identify students needing targeted interventions.

Small Group Interventions: Implement research-based interventions during designated literacy blocks, focusing on phonemic awareness, phonics, and fluency for students below grade level.

Professional Development: Train teachers in effective foundational reading practices, including differentiated instruction and the use of multi-sensory approaches.

Parent Engagement: Provide family workshops on early literacy strategies, including reading at home and utilizing digital literacy tools.

Progress Monitoring: Assess growth quarterly to adjust teaching methods and ensure progress.

Goal 2: Academic Growth in Literacy and Math

All students will achieve at least one year of academic growth by June 2025.

Action Plan-

Individualized Learning Plans (ILPs): Develop ILPs for struggling students based on diagnostic data and progress monitoring.

Differentiated Instruction: Use adaptive curriculum tools (e.g., i-Ready, ST Math) to meet students at their instructional level and accelerate growth.

Data Cycles: Facilitate regular data meetings to evaluate growth and modify instruction, focusing on tiered supports in both literacy and math.
Math Fluency Programs: Introduce daily fluency routines and targeted problem-solving sessions to strengthen foundational math skills.
Extended Learning Opportunities: Offer tutoring, after-school programs, and summer school to close learning gaps.

Goal 3: ELA Proficiency for Grades 3–5

71% or more of students will meet or exceed SBAC standards in ELA, up from 68%.

Action Plan-

Close Reading Strategies: Implement schoolwide close reading protocols, focusing on comprehension, evidence-based responses, and vocabulary development.

Writing Across the Curriculum: Embed writing tasks in all subject areas to improve analytical and narrative writing skills.

SBAC-Aligned Practice: Incorporate interim SBAC assessments to familiarize students with test formats and build confidence.

Teacher Collaboration: Hold Professional Learning Communities (PLCs) to analyze student work, identify trends, and share effective strategies.

Enrichment Opportunities: Provide higher-order thinking tasks for students already at or near proficiency.

Goal 4: English Learner Progress

Objective: 67% or more English Learners will progress toward English proficiency by June 2025, up from 64% in June 2024.

Strategies:

Integrated and Designated ELD: Ensure rigorous daily ELD instruction, using scaffolded tasks to build language skills while engaging with grade-level content.

Family Support: Host workshops to empower families with resources to support English language development at home.

Monitoring and Accountability

Regular Data Reviews: Conduct monthly data reviews at leadership meetings to assess progress toward goals.

Teacher Observations: Conduct classroom walkthroughs to ensure fidelity of instructional strategies.

Stakeholder Engagement: Share progress with parents, teachers, and the school board through regular updates and data dashboards.

Goal 5- Students with disabilities will increase SBAC ELA scores by at least 5%

Action plan:

Data-Driven Interventions:

Use assessment data (e.g., benchmark tests, formative assessments) to identify specific student needs.

Group students by skill levels for small-group or one-on-one support.

Differentiated Instruction:

Employ scaffolding strategies tailored to varying reading and writing levels.
Incorporate visual aids, graphic organizers, and guided reading sessions.

Professional Development:
Provide teachers with training on evidence-based instructional strategies,
Extended Learning Opportunities:

Implement after-school tutoring programs or literacy clubs.

Regular Monitoring and Feedback:
Conduct bi-weekly check-ins to review student progress and adjust interventions as needed.
Provide actionable feedback to students to help them understand their growth and areas for improvement.

Comprehensive Needs Assessment: Mathematics

Math Findings

Findings for 23-24

51% of students in grades 3-5 Met or exceeded SBAC in Math, 17% from the previous year
40% of African Americans in grades 3-5 Met or exceeded SBAC in Math 31% of the prior year
9% of EL Students Met or Exceeded SBAC in Math, a 5% decrease from the previous year
36% of students in grades 1-5 were Early On, Mid, or Above Grade on the I-Ready Diagnostic 3, with a 10% decrease from the previous year.

Substantial gains in SBAC Math proficiency overall (+17%) and among African American students (+9%), indicating progress in addressing equity gaps.
A significant 5% drop in EL performance on SBAC Math, highlighting a need for targeted support for this group.
The 10% decrease in I-Ready Diagnostic performance points to challenges in sustaining grade-level readiness in foundational math skills.

Math Goals

Goals-

56% or more of students in grades 3-5 will Meet or Exceed in SBAC Math
45% or more of students in grades 3-5 will Meet or Exceed in SBAC Math
14% or more of students in grades 3-5 will Meet or Exceed in SBAC Math
41% or more of students in grades 1-5 will score Early On, Mid or Above Grade level on I-Ready Diagnostic 3

Action Plan-

Targeted EL Support:

Enhance designated and integrated math instruction for EL students, incorporating scaffolds like visual aids and sentence frames.

Provide professional development for teachers on effective strategies for EL math instruction, focusing on language development through inquiry-based learning.

Foundational Math Skills:

Increase focus on foundational skills for Grades 1–5 through intervention blocks, small-group instruction, and adaptive learning platforms like ST Math

Strengthen Tier 1 math instruction by embedding inquiry-based lessons that encourage students to explore mathematical concepts, ask questions, and apply reasoning in real-world contexts.

Data-Driven Interventions:

Utilize I-Ready and other diagnostic data to identify specific areas of need for individual students and develop intervention plans.

Monitor progress quarterly to adjust instructional strategies and interventions promptly.

Incorporate student-led inquiry projects into math diagnostics to build engagement and identify areas where students excel or struggle conceptually.

Inquiry-Based Math Instruction:

Integrate inquiry-based lessons in all grades, focusing on problem-solving, collaboration, and critical thinking.

Use hands-on activities and real-world problems to make math concepts relatable and engaging.

Promote student ownership of learning by encouraging exploration and peer discussion in solving math challenges.

Family Engagement:

Conduct workshops to help families support math skills at home, especially for EL and underserved populations.

Share resources for families to encourage inquiry-based math exploration at home, such as math games and problem-solving activities.

Professional Learning:

Provide teachers with professional development on math instructional strategies, focusing on designing and implementing inquiry-based lessons.

Encourage teacher collaboration through PLCs to share best practices and analyze the impact of inquiry-based learning on student achievement.

Progress Monitoring for Math

SBAC Math (Grades 3–5)

Frequency: Review interim assessments quarterly.

Tools: Interim Comprehensive Assessments (ICAs) or Interim Assessment Blocks (IABs) aligned to SBAC standards.

Data Collection:

Track proficiency rates for all students, with a specific focus on English Learners (ELs) and African American students.

Analyze subgroup performance to identify equity gaps and adjust instruction.

I-Ready Diagnostic (Grades 1–5)

Frequency: Administer diagnostics at the beginning, middle, and end of the year.

Data Analysis:

Monitor individual and class growth in foundational math skills.

Identify students performing below grade level and provide immediate interventions.

Targeted Action: Use data to form flexible student groups and personalize instruction with adaptive software (e.g., ST Math).

Inquiry-Based Lessons

Frequency: Conduct monthly classroom observations and teacher feedback sessions.

Evidence Collection: Track student engagement, problem-solving abilities, and collaboration in inquiry-based tasks.

Teacher PLCs: Discuss the effectiveness of inquiry-based strategies and adjust lesson plans based on observed progress.

Comprehensive Needs Assessment: English Learners

English Learner Findings

ELPAC Scores 23-24

Beginning Level- 7%

Somewhat Developed- 18%

Moderately Developed- 45%

Well Developed- 30%

Number of Students Reclassified in 23-24-

Number of ELs in 23-24- 41 students

English Learner Goals

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Findings and Reflections for 2023–2024 School Year: CORE and SEL Surveys

Goals and Outcomes:

Parent CORE Survey Participation:

Goal: Increase parent participation by 50% (174 total surveys).

Outcome: Goal not met; fewer parents participated than expected.

Student CORE Survey - Topic: "Safety":

Goal: 10% increase in perception of safety, particularly on the item:

"Do other kids at school spread rumors or lies about you?"

Outcome: Goal not met, with no improvement or a possible decline in student-reported safety.

Student SEL Survey - Topic: "Self-Efficacy":

Goal: 10% increase, particularly on the item:

"I can master the hardest topics in my class."

Outcome: Goal not met, indicating a need to reinforce student confidence and skills.

Sense of Belonging:

Finding: Students' sense of Belonging decreased, signaling an area of concern that requires immediate attention.

Culture/Climate Goals

Goals for 2024–2025 School Year

Parent Engagement

Increase Parent Participation in CORE Survey:

Goal: Increase parent participation by 30%, aiming for 130 parent surveys completed by June 2025.

Action Steps:

Utilize multiple communication methods to reach parents.

Offer on-site opportunities for survey completion during school events.
Provide surveys in multiple languages to ensure accessibility.

Student Safety

Improve Perception of Safety Among Students:

Goal: Increase the percentage of students responding positively to the CORE Survey item, “Do other kids at school spread rumors or lies about you?” by 15% by June 2025.

Action Steps:

Implement anti-bullying programs and peer mediation.
Train staff to recognize and address signs of bullying effectively.
Hold regular student forums to discuss safety concerns.

Student SEL - Self-Efficacy

Increase Student Confidence in Mastering Difficult Topics:

Goal: Improve the percentage of students responding positively to the SEL survey item, “I can master the hardest topics in my class,” by 15% by June 2025.

Action Steps:

Provide targeted academic support and scaffolding.
Embed growth mindset activities in SEL lessons.
Celebrate and publicly recognize student academic achievements.

Sense of Belonging

Strengthen Sense of Belonging Among Students:

Goal: Increase the overall Sense of Belonging score on the SEL survey by 10% by June 2025.

Action Steps:

Organize team-building activities and student-led initiatives to foster peer connections.
Enhance student representation and inclusion in school events and activities.
Increase student voice by involving them in decision-making processes.

Action Steps for Improvement in 2024–2025:

Parent Engagement:

Improve Communication: Use multiple platforms (newsletters, apps, calls) to inform parents about the importance of the survey and how to access it.

Reduce Barriers: Offer surveys in multiple languages and provide opportunities for parents to complete them during school events.

Increase Outreach: Organize parent engagement workshops or events with incentives tied to survey participation.

Student Safety:

Anti-Bullying Programs: Implement schoolwide initiatives to address bullying and create a culture of respect (e.g., restorative practices, peer mediation).

Monitoring and Intervention: Increase adult presence during unstructured times (e.g., recess, lunch) to address and reduce incidents.

Student Voice: Regularly collect feedback through focus groups or quick polls to understand student concerns around safety.
 Self-Efficacy:
 Academic Supports: Provide scaffolding for challenging topics, ensuring students experience small, achievable successes.
 Growth Mindset: Incorporate lessons on perseverance and problem-solving into SEL or advisory periods.
 Celebrate Progress: Highlight student accomplishments through awards, shoutouts, or classroom displays to build confidence.
 Sense of Belonging:
 Build Relationships: Foster stronger student-teacher relationships through regular check-ins and SEL activities.
 Inclusive Practices: Implement student-led activities and ensure all students feel represented in school events and initiatives.
 Peer Connections: Create opportunities for team-building and peer collaboration to strengthen relationships among students.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) By June 2024, Riley grades 3-5 students will achieve at least 51% overall met/exceeded on the SBAC in ELA By June 2024, Riley's African American students in grades 3-5 will achieve a least 34% overall Met+Exceeded on the SBAC ELA By June 2024, all K-2 student will meet 85% proficiency in FRS	Goal Partially or Not Met	While we achieved most of our goals, we did not meet the target of having 85% of students reach proficiency on the FRSA.	To achieve the goal of 85% student proficiency on the FRSA this year, the focus will be on the following strategies: HEGGERTY Strategies: Implementing phonemic awareness activities daily to strengthen foundational literacy skills. Daily Decoding Routine: Establishing consistent decoding practice to improve students' reading fluency and word recognition. Small Group Instruction: Providing targeted support through small group instruction to meet

At least 95% of students in Grades 1-5 will complete the iReady assessment in each administration period

At least 90% of students will meet their recommended iReady personalized instructional minutes per week

2) Action Plan: Implementation of the district approved structured literacy program in all grades with an emphasis on grades K - 2 for foundational skills. Using professional development from Getting Reading Right, implementing the daily decoding routine, district unit guides, and our Literacy Intervention programs, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps.

Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (FRSA, fluency, Writing PT's, PSA, end of unit assessments) i-Ready and

the diverse needs of students and address skill gaps.

Standards Alignment: Ensuring that all instruction is aligned with grade-level standards to promote mastery of key concepts and skills.

	SBAC. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days for grades K-2.			
Math	<p>1) Action Plan: Implementation of the district approved structured math program including formative and interim assessments in all grades. Using professional development from grade level cohorts and district PD, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps. Teachers will provide systems to help students meet their recommended minutes per week in ST Math and iReady personalized instruction.</p> <p>Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (Math PT's, end of unit assessments) i-Ready and SBAC. Teachers in grades 3-5 will implement the 5E lesson plan following district guidelines. Teachers will collect and analyze</p>	Goal Partially or Not Met	We successfully met our SBAC math goal, but we did not achieve our goal of having at least 90% of students meet their recommended iReady personalized instructional minutes per week.	<p>To achieve the goal of having at least 90% of students meet their recommended iReady personalized instructional minutes per week, here are some strategies you can implement:</p> <p>Set Clear Expectations: Communicate the importance of iReady minutes to students, teachers, and parents. Ensure everyone understands the goal and how it supports student growth.</p> <p>Track Progress Weekly: Monitor and share iReady data regularly with teachers and students. Use visual charts to show progress and identify students who need more time or support to meet their minutes. Incorporate iReady Time into the School Day:</p> <p>Provide Support for Struggling Students: Identify students who consistently miss their iReady minutes and provide additional support through small group instruction or after-school sessions.</p> <p>Incentivize Participation: Offer rewards or recognition for students who consistently meet or exceed their weekly iReady minutes. This could include certificates, classroom shout-outs, or small prizes.</p>

	<p>data regularly at grade level meetings, staff meetings and district QCI days. for grade 3-5. Teachers grades 3-5 will meet regularly with the Math Coach to analyze data and plan next steps.</p> <p>Goals By June 2024, Riley grades 3-5 students will achieve at least 43% overall Met+Exceeded on the SBAC in Math</p> <p>By June of 2024, 40% of all students in grades 1-5, including AA and EL's will be on or above grade level in iReady Math.</p> <p>By June 2024, Riley African American students will achieve at least 22% overall Met+Exceeded on the SBAC Math</p> <p>All students will complete formative and interim assessments in mathematics</p> <p>At least 90% of students will meet their recommended iReady personalized instructional minutes per week.</p>			<p>Engage parents by sharing their child's iReady progress and encouraging them to support iReady practice at home, especially if students have access to devices.</p>
English Learner	1) Action Plan: Implementation of	Goal Partially or Not Met	We did not meet the SBAC goal of having 30% of English Learners	Data Analysis: Analyze individual and group performance to identify specific areas where ELs

integrated and designated ELD. Using professional development from the district and site IIC, along with Wonders ELD materials, ELPAC, and ELLevation, teachers will implement integrated and designated ELD instruction. All EL students will receive 30 minutes of designated ELD along with integrated ELD.

Progress Monitoring: Progress will be monitored through formative assessments, ELPAC, and related ELA assessments.

Goals
All ELLs will receive integrated and designated ELD.

By June 2024, students in grades 3-5 will achieve at 30% overall Met+Exceeded on ELA SBAC.

By June 2024, students in grades 3-5 will achieve at 29% overall Met+Exceeded on Math SBAC.

All ELL students will make at least one level of growth (beginning, somewhat/moderately, well-

(ELs) achieve "Met" or "Exceeded" on the ELA SBAC, nor did we meet the Math SBAC goal of 29%.

struggled.

Targeted Interventions: Implement focused interventions that address both language acquisition and content mastery in ELA and Math.

Professional Development: Provide teachers with ongoing training in effective instructional strategies for ELs, such as scaffolding, using visual aids, and differentiating instruction.

Monitoring and Feedback: Set up regular progress monitoring for EL students throughout the year to track growth in both subjects.

Parental Engagement: Increase outreach to parents of EL students. Workshops or materials that explain how parents can support learning at home could be impactful, even in native languages.

Collaboration with Support Staff: Work closely with ELD (English Language Development) teachers and support staff to ensure ELs are receiving consistent support that aligns with their individual needs.

	developed) on at least 1 of the ELD domains (reading, writing, listening, speaking)			
Culture/Climate	<p>1) Action Plan: Implementation of counseling and SEL systems, including Harmony curriculum, Wonderful Wednesdays, and attendance incentives, to connect students, support their emotional well being and safety, and improve their sense of belonging and attendance.</p> <p>Progress Monitoring: Progress will be monitored by implementation of Harmony/SEL practices throughout the school, general observation of school climate, data collection regarding SEL implementation, attendance monitoring and the Pulse and Core Surveys.</p> <p>Goals By June of 2024, the number of parents participating in the CORE survey will increase by 50%, 174 total parent surveys.</p> <p>By June of 2024, the following Student CORE Survey (Culture & Climate) topic Safety will increase by 10% growth from the</p>	Goal Partially or Not Met	We did not see an increase in the number of parents participating in the CORE Survey. Additionally, we did not meet our goal regarding student safety on the survey, specifically in the area addressing whether other students spread rumors or lies about them. We also fell short of our goal related to student self-efficacy.	<p>Increase Parent Participation in the CORE Survey:</p> <p>Enhanced Communication: Use multiple platforms to remind parents about the importance of the survey (emails, social media, newsletters, phone calls, and school events).</p> <p>Incentives for Participation: Offer incentives, such as raffles, recognition, or small rewards for completing the survey, to encourage more participation.</p> <p>Flexible Access: Provide computers or tablets at school events, parent-teacher conferences, or front office areas for parents to fill out the survey on-site.</p> <p>Survey Assistance: Offer language support and workshops on how to complete the survey, especially for non-native English speakers.</p> <p>2. Addressing Student Safety (Rumors and Lies):</p> <p>Anti-Bullying Programs: Implement an ongoing anti-bullying program that specifically addresses the harmful impact of rumors and gossip. Use peer mediators or student-led groups to raise awareness.</p> <p>Conflict Resolution Workshops: Provide workshops on conflict resolution and digital citizenship to teach students how to navigate interpersonal issues and responsibly use social media.</p> <p>3. Improving Student Self-Efficacy:</p>

	<p>previous school year. More specifically, the following question will increase by 10% from the previous school year: Do other kids at school spread rumors or lies about you?</p> <p>By June of 2024, the following Student SEL survey topic Self-Efficacy will increase by 10% compared to the previous school year. More specifically, the following question will increase by 10% from the previous school year: I can master the hardest topics in my class.</p>			<p>Goal-Setting Activities: Encourage students to set personal academic and behavioral goals. Help them monitor progress regularly and celebrate their achievements, no matter how small.</p> <p>Mentorship Programs: Establish peer mentorship programs where older or more experienced students mentor younger ones, offering guidance and support in academics and personal challenges.</p> <p>Positive Reinforcement: Build a culture of positive reinforcement by recognizing students who display perseverance, effort, and problem-solving in the classroom.</p> <p>Teacher Feedback: Encourage teachers to provide more specific and actionable feedback to students, focusing on areas they can control and improve on.</p>
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Program Impact				
Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight –ten week sessions. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

<p>The Bi IOA will orders interventions materials for students; completes requisitions for materials, supplies and equipment for categorical programs. Provides direct services to students and parents regarding outside resources to help increase student achievement Provides supplemental monitoring of daily attendance of at-risk students and contacts the families of those at-risk students regarding chronic attendance issues that impede students' achievement. Provides translations/interpretations for Title I required meetings and parent workshops (Understanding the Content Standards, Understanding the Testing Process, Annual Title I Public Meeting); communicate with parents dates/times/locations of meetings/workshops; duplicate materials for meetings/workshops (BL Spanish) Support families in their understanding of required Title I documents; provide oral and written translation of the documents as necessary – Parent Involvement Guidelines, Home-School Compact, Title I Newsletters (BL Spanish) (IN 4)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>
<p>VAPA (theater) teacher will support our BIPOC students including our multilingual learners by providing tiered support in ELA and Math based on i-ready ELA and Math results. In addition, support select students acquire listening, speaking, reading, and writing skills via the arts. As well assist in the monitoring of ELL academic interventions resulting in an increase in the ELPAC scores. (IN 5)</p>	<p>Limited or no impact</p>	<p>Limited or no impact</p>	<p>Limited or no impact</p>	<p>Limited or no impact</p>
<p>The counselor will develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A. (IN 6)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>
<p>TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math unit implementation with a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers will develop differentiated lessons for ELLs and “At-Risk” students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, teachers will spend time monitoring progress and develop ‘next steps’ for identified select students. (PD 1)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>
<p>TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops. (SM 1)</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>	<p>Strong Positive Impact</p>

Provide identified select "at-risk" students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>

progress and needs.

Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
CORE Survey data Culture-Climate Survey (Student-Staff) 100	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec \$49,400 Services - LCFF Rec 100%	09/01/2024 - 06/15/2025 Daily	Principal	CORE Survey results Culture-Climate Survey (Student-Staff) 100
Teachers and support staff need professional reading material and or workshops to further their understanding to best support select students. Core Curriculum 100	TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops.	All Students, All Staff	Title 1 \$7,000 Materials - Title 1 100%	09/01/2024 - 06/15/2025 Semester	Principal, IIC, and LT	Pre and post surveys and student achievement data Core Curriculum 100

<p>Increase support for students who are at-risk ELL, EO & FFB/BB. As well support at-risk students who have yet to pass promotion/retention criteria. Elementary Reading - FRSA 50, Core Curriculum 50</p>	<p>Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight à €ten week sessions.</p>	<p>English Learners, Hispanic, African-American</p>	<p>LCFF \$9,471 Substitute teacher full day (5) for 7 days - LCFF 100%</p>	<p>09/01/2024 - 06/15/2025 Quarterly</p>	<p>Principal, IIC, LT</p>	<p>Pre and post assessments Elementary Reading - FRSA 50, Core Curriculum 50</p>
<p>Low Core and Pulse survey results. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 30</p>	<p>The PBIS committee will develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring social skills groups for</p>	<p>All Students, All Staff</p>	<p>Title 1 \$5,000 Services - Title 1 100%</p>	<p>09/01/2024 - 06/15/2025 Monthly</p>	<p>Admin. and leads</p>	<p>Surveys Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 30</p>

<p>students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A.</p>					
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Transitions to Kinder</p> <p>Pre-Enrollment Activities: Host orientations, provide welcome packets, and offer parent workshops on readiness.</p> <p>Early Assessments: Screen students to identify strengths and needs, creating individualized support plans.</p> <p>Social-Emotional Readiness: Offer activities to practice social skills, ease separation anxiety, and create classroom comfort spaces.</p> <p>Welcoming Environment: Use inviting classrooms, buddy systems, and gradual separation processes.</p> <p>Post-Transition Support: Monitor progress, engage families, and offer targeted interventions as needed.</p>	<p>Promote the School of Choice Fair:</p> <p>Use newsletters, social media, and flyers to inform families.</p> <p>Collaborate with feeder schools to reach more families.</p> <p>Parent and Student Workshops:</p> <p>Offer parent workshops on middle school expectations, supporting independence, and IEP/504 processes.</p> <p>Provide student workshops on organization, self-advocacy, and navigating middle school routines.</p> <p>Host joint parent-student sessions to address concerns and set goals.</p> <p>Support for Students with IEPs and 504s:</p> <p>Collaborate with feeder middle schools to share IEP/504 documentation and create personalized strategies.</p> <p>Teach students self-advocacy skills and inform parents about their roles in the process.</p> <p>Communication:</p> <p>Share regular updates via newsletters and social media.</p>	

Accountability Measure 2: Organizational Climate

Organizational Climate

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
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No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness

No supplemental budgeted items have been approved.

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parents will have a better understanding of new grade level Standards, Scope and Sequence, Units of instruction, and expectations that are aligned to the CCSS. Culture-Climate Survey (Parent) 100	Provide parent support through workshops, parent newsletters, and translations in the areas of English Language Arts and Mathematics and related best practices in support of the CCSS implementation.	Par Inv \$2,170 Teacher Hourly Extra Comp (5) for 4 hours annually - Par Inv 100% Materials - Par Inv 100%	09/01/2024 - 06/15/2025 Monthly	Admin. and leads	Surveys

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA’s budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	55799
Title I Parent and Family Involvement (3008)	2532

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	35840

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools

Counselors

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Jennie Salazar	
Staff	Classroom Teacher	Brett Lindstrom	06-16-2025
Staff	Classroom Teacher	Gloria Estrada	06-16-2026
Staff	Classroom Teacher	Stephanie Haggard	06-16-2026
Staff	Other School Personnel	Enrique Chavez	06-16-2026
Community	Parent/Community Member	████████ Perez	06-16-2025
Community	Parent/Community Member	████████ Patin	06-16-2025
Community	Parent/Community Member	████████ Johnson	06-16-2025
Community	Parent/Community Member	████████ Ronca	06-16-2026
Community	Parent/Community Member	████████ Caryo	06-16-2026

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Reyes
DELAC Representative	Parent of EL Student (required)	██████ Calderon
Principal or Designee	Staff Member (required)	Jennie Salazar
Secretary	Staff Member (required)	Enrique Chavez Garcia

Name	Representing
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ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/02/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>The ELAC committee made the following recommendations to the Riley Elementary School Site Council, which will be shared and discussed at the upcoming SSC meeting:</p> <ol style="list-style-type: none"> 1. Clarify ELD Instruction: Provide clear information on when ELD instruction occurs in classrooms, enabling effective communication with Riley families. 2. Parent Workshops: Organize workshops for parents to support EL students, offering practical strategies they can implement at home. Additionally, provides comprehensive information about the redesignation process for EL students. 3. Incentive Program: Establish an incentive program aimed at younger EL students to boost their motivation for learning. 4. Reading Club/Tutoring Program: Allocate funds to create a reading club or tutoring program specifically designed for EL students at Riley. 5. Attendance Outreach: Continue outreach efforts to ensure that EL students maintain high attendance rates. 6. DI Model Clarity: Provide clear explanations of the Differentiated Instruc

<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates Other: iReady Reading/ELA & Math Results for EL students</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations</p>	<p>10/23/2024</p>
<p>6. What was SSC's response to ELAC recommendations?</p>	<p>To support English Learner students and their families, we will hold a parent workshop with the Multilingual Office to share information on the ELPAC assessment and reclassification criteria. An ELPAC kick-off assembly will inform students about the assessment and the importance of meeting ELD goals in reading, speaking, listening, and writing, with an incentive program to encourage progress. A reading club for grades 3-5 will focus on enhancing key skills, and outreach, including home visits, will support chronically absent students. Additionally, parent workshops will clarify information about the Dual Immersion (DI) program.</p>

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA’s purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC’s approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.


Assurances:

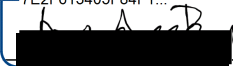
1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/23/2024
2. The SSC approved the **Home-School Compact** on 10/23/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/02/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/19/2024, 09/19/2024
5. SSC Participated in the Annual Evaluation of SPSA:11/20/2024
6. The SPSA was approved at the following SSC Meeting: 11/20/2024

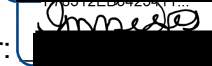
LBUSD Board of Education Approval Date:

Signatures:


Signed by:


Principal: 

SSC Chair: 

ELAC Chair: 

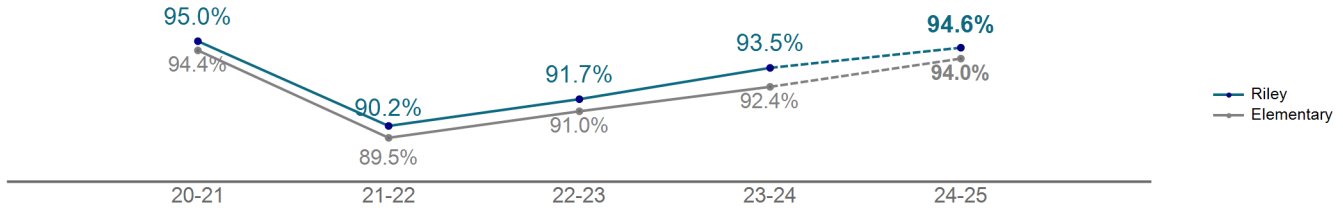
Printed Name: Jennie salazar Date: 11/29/2024

Printed Name:  Perez Date: 12/5/2024

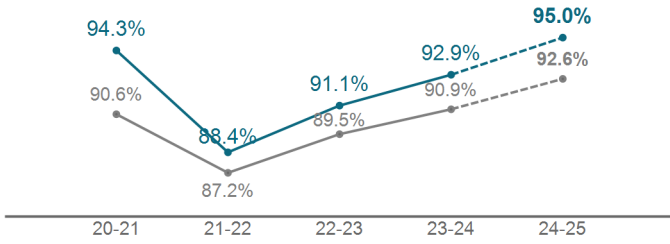
Printed Name:  Reyes Date: 11/25/2024

Attendance Rate

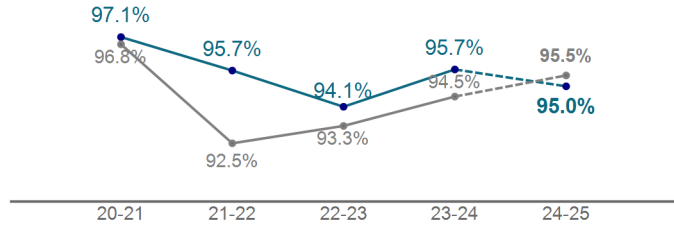
Riley
All Students
N = 494



African American
N = 70



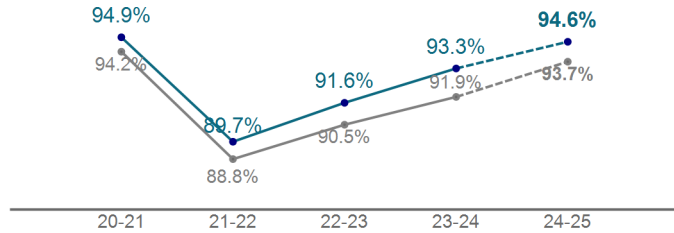
Asian
N = 27



Filipino

Subgroup with fewer than 20 students.

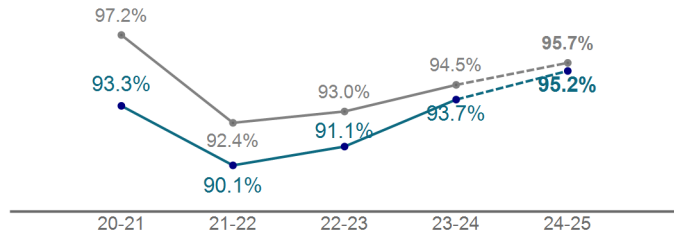
Hispanic
N = 313



Pacific Islander

Subgroup with fewer than 20 students.

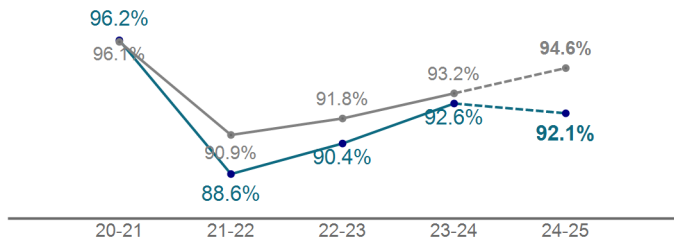
White
N = 27



Native American

Subgroup with fewer than 20 students.

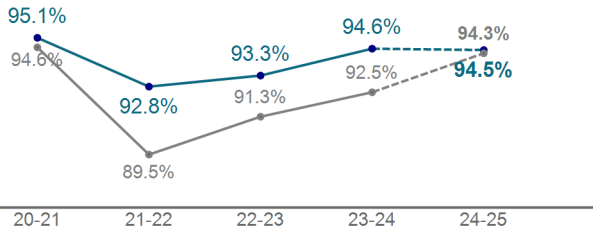
Other
N = 38



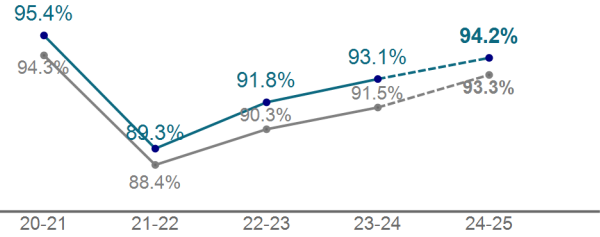
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

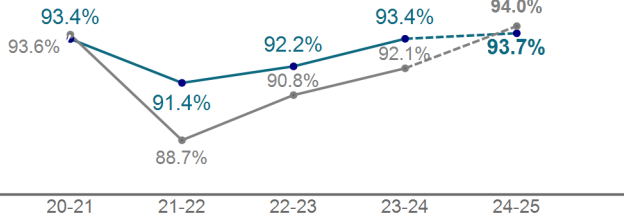
EL + RFEP
N = 68



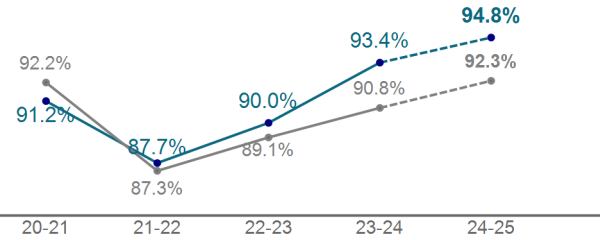
Low SES
N = 288



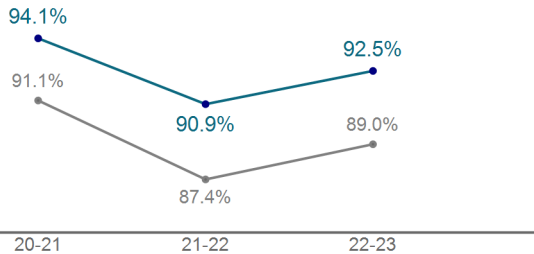
English Learner
N = 54



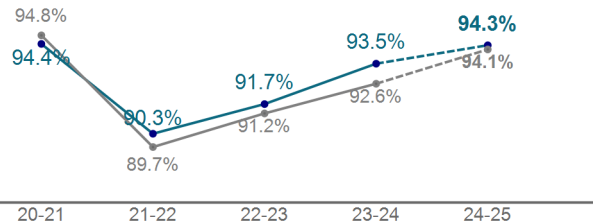
Special Education
N = 46



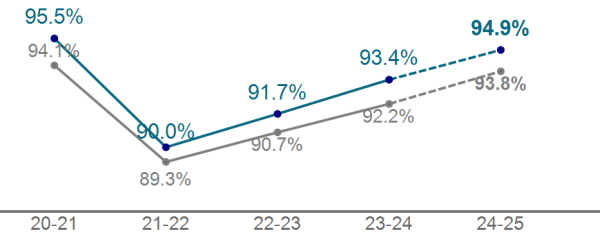
Homeless or Foster Youth



Female
N = 263



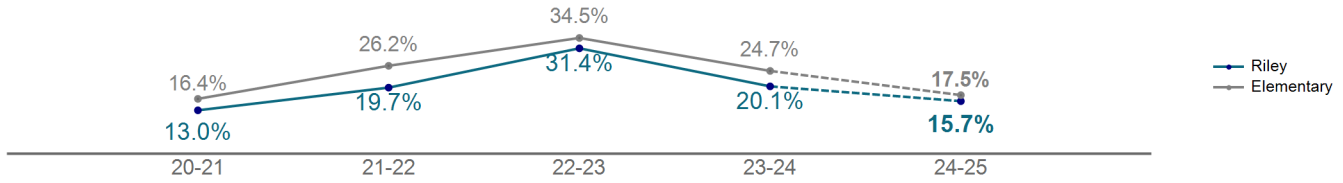
Male
N = 231



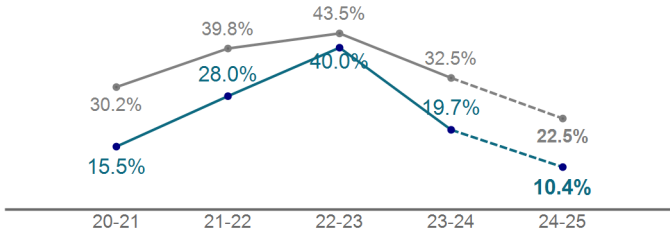
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

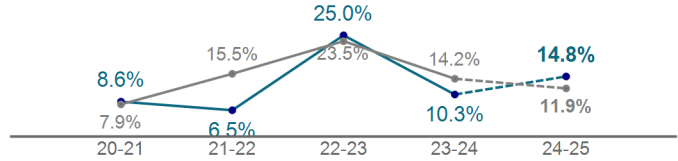
Riley
All Students
N = 491



African American
N = 67



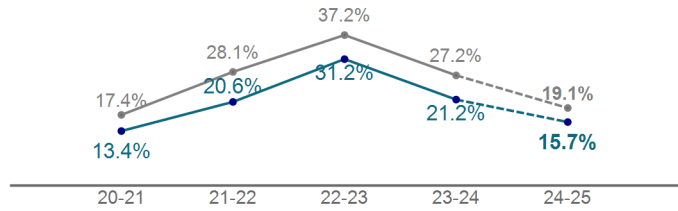
Asian
N = 27



Filipino

Subgroup with fewer than 20 students.

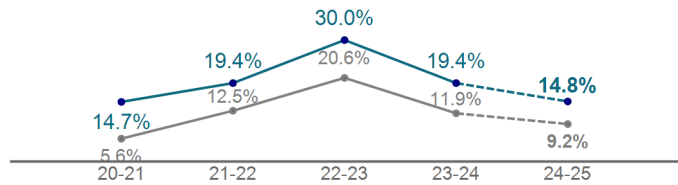
Hispanic
N = 313



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 27



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

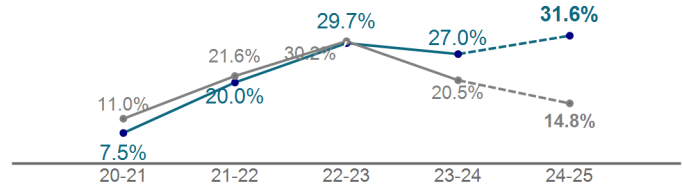
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

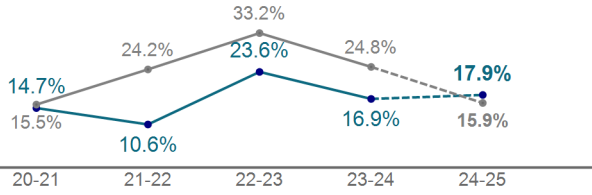
N = 38



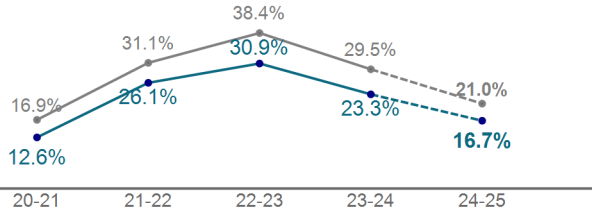
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

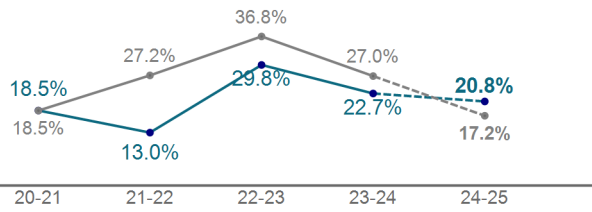
EL + RFEP
N = 67



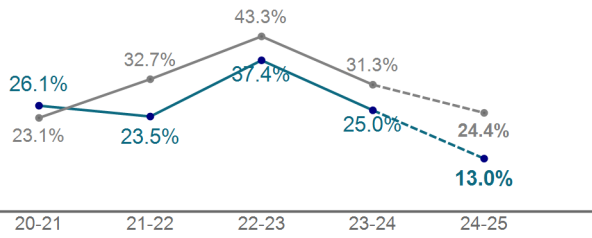
Low SES
N = 287



English Learner
N = 53



Special Education
N = 46



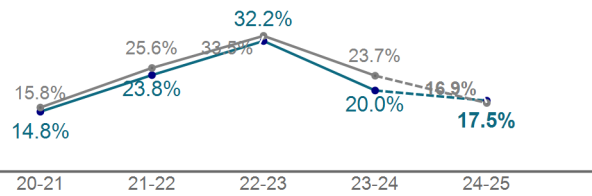
Homeless or Foster Youth

Subgroup with fewer than 20 students.

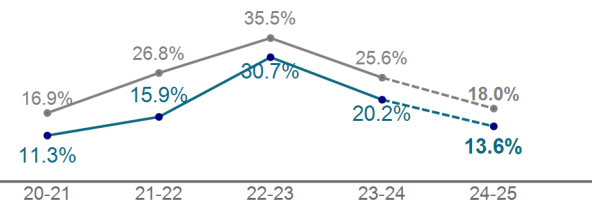
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 263



Male
N = 228



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

SBAC ELA 2024 :: School Data by Subgroup

Riley

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	159	39%	20	19	28	33	61%	↑16		↑11	
	All Elementary	51%	31	20	23	26	49%	↑1		↑4	
	District	51%	29	22	27	23	49%	↑1		↑2	
Grade	Gr. 03	55	38%	22	16	29	33	62%	↑27		-
		All Elementary	53%	30	23	20	27	47%	↑-		-
		District	52%	30	23	20	28	48%	↑-		-
	Gr. 04	56	45%	21	23	20	36	55%	↑4		↑12
		All Elementary	52%	33	19	21	27	48%	↑3		↑2
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	48	33%	17	17	38	29	67%	↑16		↑9
		All Elementary	49%	30	20	27	24	51%	↓1		↑6
		District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	Hispanic	79	42%	22	20	29	29	58%	↑14		↑15
		All Elementary	58%	36	23	23	19	42%	↑1		↑5
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	25	52%	32	20	24	24	48%	↑24		-
		All Elementary	67%	46	21	19	14	33%	↓-		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	Cambodian	24	25%	8	17	17	58	75%	↑10		-
		All Elementary	39%	19	20	24	37	61%	↑1		↑5
		District	37%	18	20	30	33	63%	↑2		↑3
Other	19*	32%	11	21	32	37	68%	↑5		-	
	All Elementary	32%	18	13	22	46	68%	↓2		↑1	
	District	32%	16	15	28	41	68%	↑1		↑-	

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Riley

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Asian	17*	24%	6	18	18	59	76%	↓7		-
		All Elementary	35%	17	18	23	42	65%	↑3		↑6
		District	32%	15	18	29	38	68%	↑2		↑4
	White	12*	42%	25	17	33	25	58%	↑23		-
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
	Filipino	4*	0%			25	75	100%	↑25		-
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
Pacific Islander	3*	33%	33		67		67%	↑33		-	
	All Elementary	66%	37	29	25	9	34%	↑3		↓2	
	District	57%	28	29	31	11	43%	↑5		↑2	
Gender	Female	81	37%	14	23	30	33	63%	↑15		↑2
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	78	41%	27	14	27	32	59%	↑16		↑20
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
Nonbinary	All Elementary*	100%	100				0%	↓50		-	
	District	46%	24	22	34	20	54%	↓6		↑3	
Special Populations	EL + RFEP	24	46%	29	17	29	25	54%	↑23		-
		All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	11*	82%	55	27	18		18%	↓2		-

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SBAC ELA 2024 :: School Data by Subgroup

Riley

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	ELL	All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	13*	15%	8	8	38	46	85%	↑25		-
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	1*	100%	100				0%	-		-
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	53	11%	2	9	17	72	89%	↑1		↑3
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	4*	50%	25	25	50		50%	-		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	5*	60%	40	20	40		40%	↓8		-
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
		District	70%	46	24	21	9	30%	↓5		↑1
Low SES	99	41%	25	16	28	30	59%	↑13		↑10	
	All Elementary	61%	38	23	22	18	39%	↓1		↑4	
	District	60%	35	25	25	15	40%	↓1		↑2	
Special Ed.	20	85%	65	20	15		15%	↑2		-	
	All Elementary	82%	64	17	11	8	18%	↓-		↑3	
	District	83%	64	19	11	6	17%	↑-		↑2	
Spec Ed. Speech/RSP	20	85%	65	20	15		15%	↓9		-	

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SBAC ELA 2024 :: School Data by Subgroup

Riley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed.	All Elementary	77%	58	20	13	10	23%	↓-		↑4
	Speech/RSP	District	79%	57	22	14	7	21%	↑-		↑2

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SBAC Math 2024 :: School Data by Subgroup

Riley

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	159	50%	19	31	33	18	50%	↑16		↓5	
	All Elementary	56%	30	26	23	21	44%	↑4		↓1	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 03	55	29%	16	13	49	22	71%	↑37		-
	All Elementary	51%	28	24	27	22	49%	↑3		-	
	District	51%	27	23	27	23	49%	↑2		-	
	Gr. 04	56	55%	13	43	27	18	45%	↑1		↑4
	All Elementary	55%	26	29	25	20	45%	↑5		↓-	
	District	54%	25	29	25	21	46%	↑5		↓1	
Gr. 05	48	67%	29	38	21	13	33%	↑6		↓16	
	All Elementary	62%	37	26	18	20	38%	↑3		↓2	
	District	62%	36	26	18	20	38%	↑3		↓3	
Ethnicity	Hispanic	79	54%	20	34	30	15	46%	↑10		↓4
	All Elementary	63%	34	29	22	14	37%	↑3		↓2	
	District	71%	43	27	18	12	29%	↑2		↓2	
	African American	25	60%	28	32	32	8	40%	↑28		-
	All Elementary	73%	45	29	17	9	27%	↑3		↓1	
	District	80%	55	25	13	7	20%	↑2		↓2	
	Cambodian	24	42%	13	29	29	29	58%	↑3		-
	All Elementary	43%	19	25	25	32	57%	↑7		↑4	
	District	50%	26	24	23	28	50%	↑5		↓2	
Other	19*	42%	11	32	32	26	58%	↑5		-	
All Elementary	37%	18	19	25	38	63%	↑2		↓2		
District	43%	22	21	23	34	57%	↑2		↓2		

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SBAC Math 2024 :: School Data by Subgroup

Riley

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Asian	17*	29%	12	18	35	35	71%	↑12		-
		All Elementary	38%	16	22	24	38	62%	↑7		↑4
		District	45%	24	22	21	33	55%	↑3		↓2
	White	12*	58%	25	33	33	8	42%	↑12		-
		All Elementary	27%	10	17	28	44	73%	↑4		↓3
		District	38%	17	21	25	37	62%	↓-		↓4
	Filipino	4*	0%			50	50	100%	↑75		-
		All Elementary	30%	12	18	33	37	70%	↑4		↑4
		District	38%	18	20	27	35	62%	↑6		↑4
Pacific Islander	3*	33%	33		67		67%	↑33		-	
	All Elementary	64%	30	34	26	10	36%	↑9		↓6	
	District	70%	43	28	21	9	30%	↑5		↓2	
Gender	Female	81	48%	20	28	38	14	52%	↑24		↓2
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	78	51%	18	33	27	22	49%	↑9		↓9
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
Nonbinary	All Elementary*	100%	100				0%	↓25		-	
	District	76%	40	36	14	10	24%	↓14		↑3	
Special Populations	EL + RFEP	24	58%	38	21	25	17	42%	↑11		-
		All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	11*	91%	64	27	9		9%	↓10		-

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SBAC Math 2024 :: School Data by Subgroup

Riley

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	ELL	All Elementary	81%	52	30	14	5	19%	↑2		↑2
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	13*	31%	15	15	38	31	69%	↑9		-
		All Elementary	32%	8	24	35	33	68%	↑11		↓-
	Foster	District	64%	35	29	21	15	36%	↑2		↓4
		1*	100%	100				0%	-		-
	GATE/Excel	All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	Homeless	53	19%	19	40	42	81%	↑13		↓8	
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
	Homeless/Foster	District	21%	6	16	28	51	79%	↑5		↓4
		4*	50%	25	25	50	50%	↑8		-	
	Low SES	All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
	Special Ed.	5*	60%	40	20	40	40%	-		-	
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
Spec Ed. Speech/RSP	District	82%	57	25	11	7	18%	↓4		↓2	
	99	55%	23	31	27	18	45%	↑12		↓3	
Special Ed.	All Elementary	65%	36	29	21	13	35%	↑2		↓1	
	District	72%	45	27	17	11	28%	↑-		↓2	
Spec Ed. Speech/RSP	20	95%	55	40	5	5%	↓6		-		
	All Elementary	80%	58	22	12	9	20%	↑2		↑-	
Spec Ed. Speech/RSP	District	86%	70	17	8	6	14%	↑1		↓-	
	20	95%	55	40	5	5%	↓9		-		

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 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Riley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed.	All Elementary	76%	51	25	13	11	24%	↑2		↓-
	Speech/RSP	District	83%	63	20	10	7	17%	↑1		↓-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Riley

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	48	65%	8	56	23	13	35%	↑7		-	
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	73%	17	57	19	7	27%	↑1		-	
Grade	Gr. 05	65%	8	56	23	13	35%	↑7		-	
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	69%	17	52	21	10	31%	↑1		-	
Ethnicity	Hispanic	25	56%	8	48	28	16	44%	↑18		-
		All Elementary	77%	19	58	17	6	23%	↓1		-
		District	80%	20	60	16	4	20%	↑1		-
	Other	7*	71%	14	57	14	14	29%	↓38		-
		All Elementary	50%	10	41	30	20	50%	↑1		-
		District	56%	10	46	28	16	44%	↑1		-
	White	6*	83%	83	17			17%	↓17		-
		All Elementary	41%	5	36	32	26	59%	↑-		-
		District	50%	6	44	30	19	50%	↑1		-
	Cambodian	6*	83%	83	17			17%	↓50		-
		All Elementary	60%	5	55	27	13	40%	↑1		-
		District	63%	8	55	26	11	37%	↑3		-
	African American	5*	60%	20	40	40		40%	↑40		-
		All Elementary	81%	26	55	16	3	19%	↓-		-
		District	86%	24	62	12	2	14%	↑1		-
Asian	3*	67%	67	33			33%	↓27		-	
	All Elementary	51%	6	44	27	22	49%	↑6		-	
	District	55%	7	48	30	15	45%	↑2		-	

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 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Riley

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Filipino	1*	100%	100			0%	↓50		-	
		All Elementary	52%	4	47	24	24	48%	↓3		-
		District	55%	6	49	32	13	45%	↓1		-
	Pacific Islander	1*	100%	100			0%	↓50		-	
		All Elementary	83%	10	72	10	7	17%	↓-		-
		District	91%	14	76	6	4	9%	↓2		-
Gender	Female	26	62%	8	54	27	12	38%	↑26		-
		All Elementary	70%	16	55	20	10	30%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	22	68%	9	59	18	14	32%	↓10		-
		All Elementary	70%	18	52	20	11	30%	↓1		-
		District	73%	18	55	19	8	27%	↑-		-
Nonbinary	District	61%	9	52	26	13	39%	↑7		-	
Special Populations	EL + RFEP	8*	75%	13	63	13	13	25%	↑16		-
		All Elementary	84%	25	58	12	4	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	3*	100%	33	67			0%	-		-
		All Elementary	97%	35	62	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	5*	60%		60	20	20	40%	↑20		-
		All Elementary	55%	3	51	32	13	45%	↑7		-
		District	76%	12	64	20	5	24%	↓-		-
	Foster	1*	100%	100			0%	-		-	
All Elementary		84%	39	45	13	3	16%	↓3		-	

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SBAC Science 2024 :: School Data by Subgroup

Riley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
Special Populations	Foster	District	89%	32	57	8	2	11%	↓1		-	
	GATE/Excel	15*		33%	33	33	33	67%	↑1		-	
		All Elementary		21%	20	40	39	79%	↑11		-	
		District		35%	3	33	39	25	65%	↑8		-
	Homeless	1*		0%		100	100%	100%	↑79		-	
		All Elementary		85%	30	56	13	2	15%	↓2		-
		District		86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	2*		50%	50	50	50	50%	↑29		-	
		All Elementary		85%	30	54	13	2	15%	↓2		-
		District		87%	28	59	12	1	13%	↓-		-
	Low SES	31		71%	13	58	19	10	29%	↑2		-
		All Elementary		79%	20	58	16	6	21%	↓2		-
		District		82%	20	61	15	4	18%	↓1		-
	Special Ed.	9*		100%	33	67			0%	↓15		-
		All Elementary		89%	44	45	8	3	11%	↓-		-
District			92%	41	51	6	2	8%	↑1		-	
Spec Ed. Speech/RSP	9*		100%	33	67			0%	↓25		-	
	All Elementary		86%	35	51	10	4	14%	↓-		-	
	District		89%	34	55	8	3	11%	↑1		-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Riley

Category		Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N	Growth Target					
			Declined	Below Target	Above Target	Accelerated*		
E L A	All Students	100	67	16	16	25	43	
		All ES	44	25	22	25	29	
		District	30	33	15	16	36	
	Grade	Gr. 04 (Minimum Growth Target: 44)	55	80	16	9	31	44
			All ES	43	25	24	27	24
			District	42	26	24	27	24
		Gr. 05 (Minimum Growth Target: 35)	45	50	16	24	18	42
			All ES	44	24	19	23	34
			District	42	25	20	22	33
	Ethnicity	Hispanic	56	69	20	11	25	45
			All ES	44	25	22	24	29
			District	29	34	15	16	36
		Other	15^	-	13	27	33	27
			All ES	45	22	21	29	28
			District	32	30	16	19	35
African American		14^	-	7	29	14	50	
		All ES	42	25	21	23	31	
		District	28	34	15	15	37	
Cambodian	14^	-	21	29	29	21		
	All ES	53	20	22	25	34		
	District	34	30	16	16	38		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Riley

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	White	8^	-	13	13	75	
			All ES	41	26	22	26	27
			District	28	33	15	18	34
		Asian	5^	-	20		60	20
			All ES	52	23	20	23	34
			District	35	31	14	15	40
	Filipino	1^	-			100	0	
		All ES	40	24	24	25	27	
		District	35	29	16	17	38	
	Pacific Islander	1^	-			100	0	
		All ES	34	29	16	39	16	
		District	30	34	13	17	37	
Gender	Female	53	61	17	17	28	38	
		All ES	45	24	22	25	29	
		District	32	31	15	17	36	
	Male	47	72	15	15	21	49	
		All ES	43	25	21	24	29	
		District	27	35	15	15	35	
Nonbinary	All ES^	-23	100		0			
	District	5	53	6	12	29		
Special Populations	EL + RFEP	16^	-	13	6	50	31	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Riley

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
EL L A Special Populations	EL + RFEP	All ES	43	25	22	23	30	
		District	29	34	14	14	38	
	ELL	10^	-	20	10	30	40	
		All ES	43	25	22	23	30	
		District	33	32	17	16	35	
	RFEP	6^	-			83	17	
		All ES	44	25	24	22	29	
		District	26	35	12	13	40	
	Foster	1^	-				100	
		All ES	32	32	31	15	22	
		District	9	40	19	13	28	
	GATE/Excel	38	66	21	11	26	42	
		All ES	41	26	21	28	25	
		District	31	31	16	18	35	
	Homeless	1^	-				100	0
		All ES	47	25	20	21	33	
		District	27	35	14	14	37	
	Homeless/Foster	2^	-			50	50	
		All ES	45	26	22	20	32	
		District	25	35	15	14	36	
Low SES	66	62	15	18	27	39		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Riley

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Low SES	All ES	44	25	22	24	30
		District	29	33	15	16	35	
	Special Ed.	16^	-	13	25	6	56	
		All ES	38	30	18	21	30	
	District	28	35	15	15	35		
	Spec Ed. Speech/RSP	16^	-	13	25	6	56	
		All ES	43	28	19	20	32	
		District	31	34	15	15	36	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Riley

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	All Students	100	38	22	29	27	22	
		All ES	39	22	28	29	21	
		District	22	35	19	19	27	
	Grade	Gr. 04 (Minimum Growth Target: 42)	55	67	4	29	33	35
			All ES	48	17	28	32	23
			District	47	17	29	32	23
		Gr. 05 (Minimum Growth Target: 39)	45	5	44	29	20	7
			All ES	31	28	28	25	19
			District	30	29	28	25	18
Ethnicity	Hispanic	56	40	21	30	23	25	
		All ES	38	23	28	28	20	
		District	20	36	20	18	26	
	Other	15^	-	20	27	47	7	
		All ES	40	22	27	29	22	
		District	27	32	18	20	30	
	Cambodian	14^	-	21	36	29	14	
		All ES	42	20	27	30	24	
		District	24	33	19	21	27	
	African American	14^	-	29	21	29	21	
		All ES	38	25	26	26	23	
		District	18	38	18	17	26	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Riley

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
Category	Subgroup	N	Average Scale Score Change	Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math	White	8^	-	13	25	38	25
		All ES	43	20	28	33	20
		District	27	31	20	21	28
	Asian	5^	-	20	40	40	
		All ES	46	18	25	31	25
		District	25	32	18	21	28
	Filipino	1^	-	100	0		
		All ES	45	14	32	32	21
		District	37	25	19	22	35
	Pacific Islander	1^	-		100	0	
		All ES	49	20	35	24	22
		District	24	34	19	20	28
Gender	Female	53	32	28	26	23	23
		All ES	38	23	28	29	20
		District	21	35	19	19	26
	Male	47	43	15	32	32	21
		All ES	40	22	28	28	22
		District	23	34	19	19	28
	Nonbinary	All ES^	30		100	0	
District		11	45	15	6	33	
Special Populations	EL + RFEP	16^	-	31	31	13	25

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Riley

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	EL + RFEP	All ES	40	21	29	27	22
		District	20	37	19	16	27
	ELL	10^	-	20	30	20	30
		All ES	40	23	27	26	23
	RFEP	District	24	34	20	18	27
		6^	-	50	33	17	
	Foster	All ES	40	18	33	30	20
		District	15	40	18	15	28
	GATE/Excel	1^	-	100	0		
		All ES	32	31	21	21	28
	Homeless	District	11	39	20	14	27
		38	42	18	29	34	18
	Homeless/Foster	All ES	41	19	30	32	19
		District	28	29	21	22	29
	Low SES	1^	-			100	0
		All ES	42	22	30	26	23
	Homeless/Foster	District	20	37	19	17	27
		2^	-	50	50	0	
	Homeless/Foster	All ES	41	23	29	25	23
		District	19	37	19	16	27
Low SES		66	39	26	23	29	23

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Riley

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Low SES	All ES	39	23	28	28	21
		District	21	36	19	18	27
	Special Ed.	16^	-	38	25	13	25
		All ES	39	26	25	23	27
		District	20	38	18	17	28
	Spec Ed. Speech/RSP	16^	-	38	25	13	25
		All ES	40	25	26	24	26
		District	20	37	18	17	28

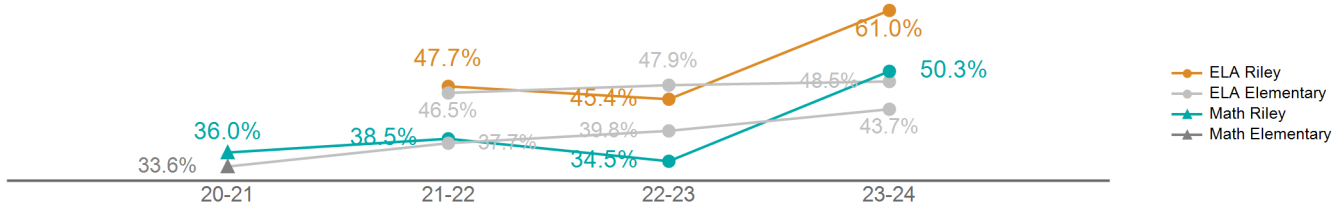
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

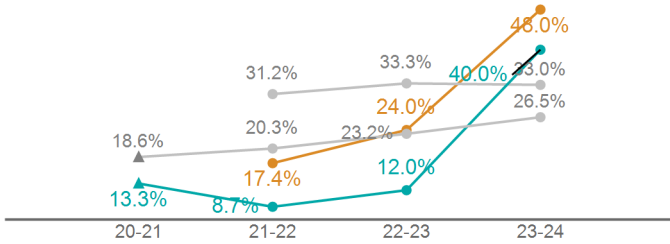
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Riley
All Students
N = 159



African American
N = 25



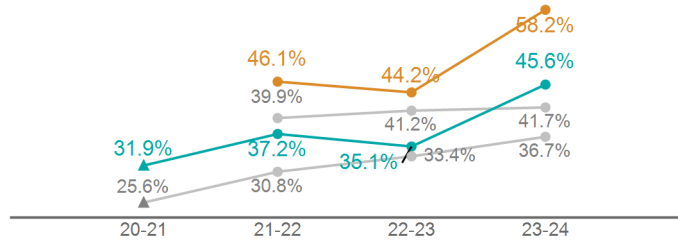
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

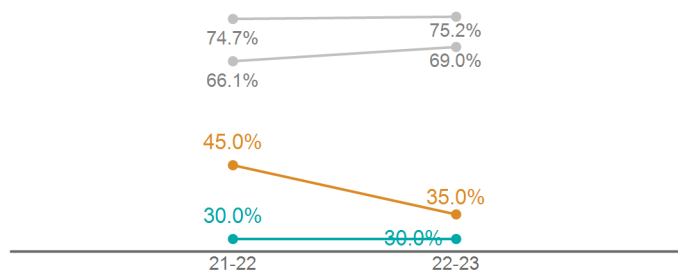
Hispanic
N = 79



Pacific Islander

Subgroup with fewer than 20 students.

White



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

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Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American

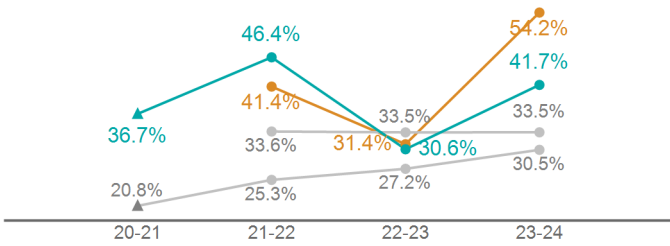
Subgroup with fewer than 20 students.

Other

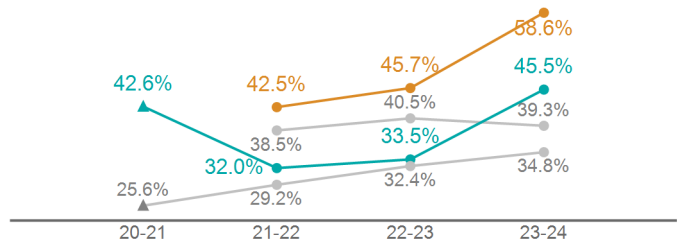
Subgroup with fewer than 20 students.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

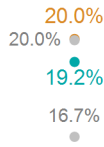
EL + RFEP
N = 24



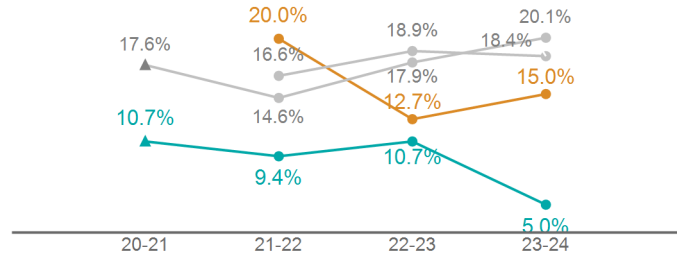
Low SES
N = 99



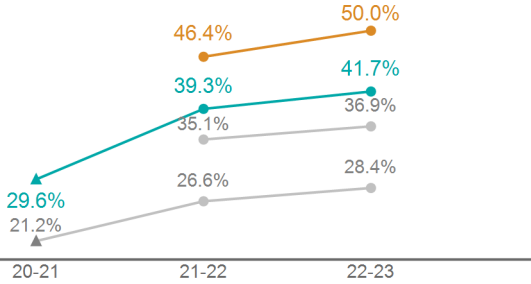
English Learner



Special Education
N = 20



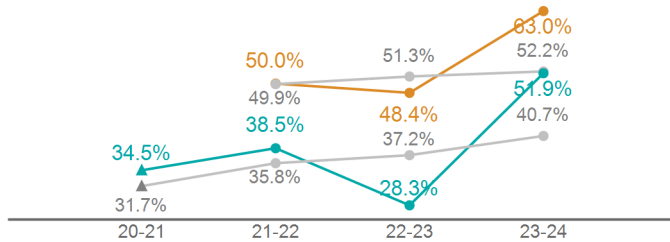
Homeless



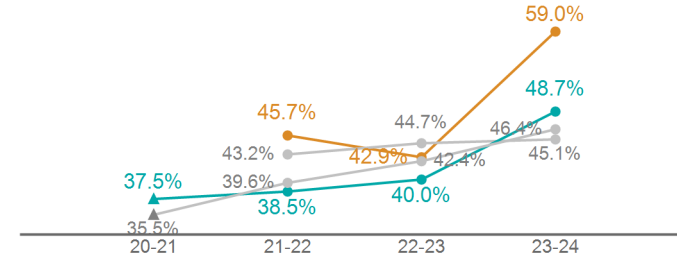
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 81



Male
N = 78



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑4

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	4,137	70%	17	53	20	10	30%	↓-	-
Addams	127	81%	19	62	15	4	19%	↓5	-
Alvarado	56	61%	5	55	30	9	39%	↑5	-
Barton	75	92%	36	56	5	3	8%	↓5	-
Birney	104	77%	22	55	15	8	23%	↓7	-
Bixby	77	57%	6	51	30	13	43%	↑4	-
Bryant	55	76%	22	55	18	5	24%	↓11	-
Burbank	102	70%	15	55	24	7	30%	↑5	-
Burcham	52	65%	6	60	21	13	35%	↓10	-
Carver	80	29%	3	26	39	33	71%	↑18	-
Chavez	47	94%	34	60	6		6%	↓9	-
Cleveland	82	32%	1	30	44	24	68%	↑20	-
Dooley	129	78%	26	51	18	5	22%	↑8	-
Edison	74	89%	27	62	8	3	11%	↓7	-
Emerson	48	44%	4	40	33	23	56%	↑1	-
Fremont	52	33%	4	29	29	38	67%	↑10	-
Gant	80	41%	4	38	31	28	59%	↓3	-
Garfield	101	81%	21	60	16	3	19%	↓3	-
Gompers	58	62%	12	50	34	3	38%	↓8	-
Grant	145	89%	34	55	10	1	11%	↓4	-
Harte	121	80%	17	64	18	2	20%	↑2	-
Henry	128	58%	4	54	28	14	42%	↑1	-
Herrera	130	75%	14	61	20	5	25%	↓7	-
Holmes	66	70%	12	58	20	11	30%	↑16	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	63	87%	32	56	10	3	13%	↓1	-
Kettering	42	48%	48	40	12	52%	↓7	-	
King	96	85%	18	68	10	4	15%	↓9	-
Lafayette	130	85%	26	59	12	2	15%	↑4	-
Lincoln	141	79%	17	62	18	3	21%	↑-	-
Longfellow	165	50%	6	44	25	25	50%	↑7	-
Los Cerritos	88	56%	6	50	32	13	44%	↓11	-
Lowell	85	39%	12	27	38	24	61%	↑12	-
Macarthur	44	64%	9	55	30	7	36%	↓2	-
Madison	61	61%	8	52	23	16	39%	↓5	-
Mann	49	78%	39	39	22	22%	↑2	-	
McKinley	85	78%	13	65	18	5	22%	↓2	-
Naples	42	36%	2	33	26	38	64%	↓1	-
Oropeza	95	74%	16	58	22	4	26%	↑15	-
Prisk	89	30%	2	28	25	45	70%	↓2	-
Riley	48	65%	8	56	23	13	35%	↑7	-
Roosevelt	170	89%	28	61	7	4	11%	↓6	-
Signal Hill	104	62%	14	47	23	15	38%	↑10	-
Smith	125	82%	25	57	16	2	18%	↓8	-
Stevenson	94	84%	24	60	12	4	16%	↓6	-
Twain	75	77%	25	52	15	8	23%	↓17	-
Webster	61	84%	20	64	13	3	16%	↓7	-
Whittier	107	88%	31	57	7	6	12%	↓4	-
Willard	89	80%	15	65	16	4	20%	↑7	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	16%	↑2		↑1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	4,011	75%	18	57	19	6	25%	↑3		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		10%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,691	58%	33	25	20	22	42%	↑-	↓3
Avalon	227	87%	57	30	10	3	13%	↓7	↓12
Cubberley	647	45%	24	21	22	33	55%	↑-	↓4
Muir	654	66%	36	30	20	14	34%	↑-	↓1
Newcomb	549	30%	10	20	27	43	70%	↓4	↓5
Powell	549	74%	49	26	16	10	26%	↑4	↑-
Robinson	532	81%	52	29	14	5	19%	↓2	↓2
Tincher	530	39%	15	24	25	36	61%	↓-	↓3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,285	68%	17	51	22	10	32%	↑2		-
Avalon	114	89%	27	62	10		11%	↓4		-
Cubberley	218	52%	10	43	28	20	48%	↑3		-
Muir	238	78%	17	61	17	5	22%	↑3		-
Newcomb	177	34%	2	32	40	26	66%	↓5		-
Powell	183	84%	33	51	14	2	16%	↑5		-
Robinson	182	87%	24	64	10	2	13%	↓1		-
Tincher	173	56%	10	46	32	12	44%	↑8		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2	15	82	98%	98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8	8%	8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6	28	66	94%	94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All High	4,629	76%	55	22	14	10	24%	↓2		↓11	
Browning	46	87%	76	11	13		13%	↑11		↓10	
Cabrillo	334	91%	76	15	8		9%	↑1		↓5	
CAMS	170	6%		15	18		76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2	
Jordan	495	92%	75	17	6	2	8%	↑1		↓10	
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12	
McBride	178	55%	26	29	26	19	45%	↑10		↓8	
Millikan	788	68%	41	27	21	11	32%	↓3		↓13	
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10	
Reid	37	100%	92	8			0%	-		↓5	
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20	
Sato	123	29%	9	20	33	38	71%	↓6		↓8	
Wilson	753	84%	61	23	12	4	16%	↓9		↓15	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup


All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,561	76%	15	61	19	5	24%	↓1	-	
Browning	64	94%	27	67	6		6%	↓2	-	
Cabrillo	383	92%	24	69	8		8%	↓5	-	
CAMS	162			16%	15	53	31	84%	↑5	-
EPHS	144	92%	24	68	8		8%	↑4	-	
Jordan	413	93%	22	72	6		7%	↓3	-	
Lakewood	596	85%	17	68	14	1	15%	↓-	-	
McBride	155	72%	13	59	24	4	28%	↓3	-	
Millikan	755	67%	9	58	27	6	33%	↑5	-	
Polytechnic	873	73%	14	59	19	7	27%	↓3	-	
Reid	90	97%	42	54	3		3%	↑2	-	
Renaissance	73	88%	12	75	11	1	12%	↓2	-	
Sato	96	55%	4	51	32	13	45%	↓35	-	
Wilson	757	75%	13	62	21	5	25%	↑2	-	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	33%	33	33	33	67%	↑33		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/25/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,977	51%	29	22	27	23	49%	↑1	↑2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/25/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	32,113	64%	38	25	19	17	36%	↑2	↓2

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/25/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	13,994	73%	17	57	19	7	27%	↑1	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

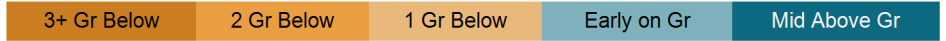
i-Ready Math Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	88	26	70	3		
			2	86	14	73	5	8	
			3	88	5	69	11	15	
	Teacher	Alberto, N	1	25	20	72	8		
			2	25	4	80	4	12	
			3	25		4	56	20	20
		Estrada, G	1	20	20	80			
			2	20	10	75	15		
			3	20	5	70	10	15	
		LEIGH, C	1	19	42	58			
			2	20	40	55	5		
			3	20	10	85	5		
	Vargas, A	1	20	25	75				
		2	20	10	80	10			
		3	20		70	10	20		

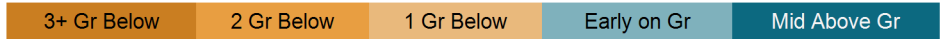
i-Ready Math Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
1	Ethnicity	African American	1	13	31	69					
			2	14	7	93					
			3	14		93	7				
		Asian	1	5		20	40	40			
			2	4			50	50			
			3	5			40	60			
		Filipino	1	3			67	33			
			2	2			50	50			
			3	3			100				
		Hispanic	1	55		25	75				
			2	55		18	71	4	7		
			3	54		7	61	15	17		
		Pacific Islander	1	1			100				
			2	1			100				
			3	1			100				
		White	1	6		33	67				
			2	5			80	20			
			3	6			83	17			
		Other	1	5		20	80				
			2	5			20	60	20		
			3	5			80	20			
		Gender	Female	1	42		24	74	2		
				2	43		5	84	2	9	
				3	43		5	72	9	14	
			Male	1	46		28	67	4		
				2	43		23	63	7	7	
				3	45		4	67	13	16	
Special Populations	Low SES	1	55		29	65	5				
		2	53		15	68	8	9			
		3	54		7	65	11	17			
	ELL	1	8		50	50					
		2	8		25	75					
		3	8		13	75	13				

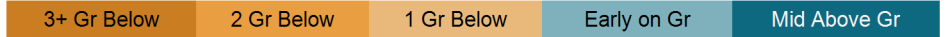
i-Ready Math Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	RFEP	1	5	80	20			
			2	5	60	20	20		
			3	5	60	20	20		
		EL + RFEP	1	13	31	62	8		
			2	13	15	69	8	8	
			3	13	8	69	15	8	
		Special Ed.	1	15	40	60			
			2	13	38	62			
			3	15	13	87			
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	67	33			
			3	3	33	67			
		Homeless	1	3	33	33	33		
			2	4	25	50	25		
			3	4	25	25	25	25	

i-Ready Math Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	57	35	61	4		
			2	56	14	73	9	4	
			3	56	21	57	13	9	
	Teacher	Dreger, C	1	28	36	57	7		
			2	28	11	79	4	7	
			3	29	17	55	21	7	
		Tokunaga, T	1	28	32	68			
			2	28	21	64	14		
			3	28	25	61	4	11	
	Ethnicity	African American	1	6	67	17	17		
			2	7	29	57	14		
			3	6	33	50	17		
		Asian	1	4	25	50	25		
			2	4	25	50	25		
			3	4	25	50	25		
		Filipino	1	3	100				
			2	3		33	67		
			3	3		33	67		
		Hispanic	1	37	32	68			
			2	35	6	86	6	3	
			3	36	17	69	8	6	
			Pacific Islander	1	2	50	50		
				2	2	50	50		
				3	2		50	50	
		White	1	3	33	67			
			2	3	33	67			
			3	3		33	67		
Other	1	2	50	50					
	2	2	50	50					
	3	2	50	50					

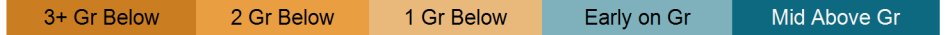
i-Ready Math Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Gender	Female	1	33	30	64	6		
			2	32	16	75	3	6	
			3	33	24	58	15	3	
		Male	1	24	42	58			
			2	24	13	71	17		
			3	23	17	57	9	17	
	Special Populations	Low SES	1	43	37	60	2		
			2	41	20	71	5	5	
			3	41	24	59	12	5	
		ELL	1	9	67	33			
			2	8	25	75			
			3	8	50	50			
		RFEP	1	2	100				
			2	2		50	50		
			3	2	100				
		EL + RFEP	1	11	55	45			
			2	10	20	70	10		
			3	10	40	60			
		Special Ed.	1	12	75	25			
			2	12	50	50			
			3	12	67	33			
		Spec Ed. Speech/RSP	1	4	50	50			
			2	4	25	75			
			3	4	25	75			
GATE/Excel		1	8		75	25			
		2	8		38	50	13		
		3	8		13	38	50		

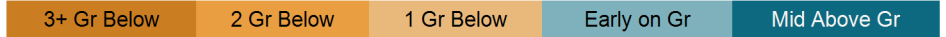
i-Ready Math Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	56	9	11	63	18	
			2	55	4	7	58	20	11
			3	54		4	6	35	35
	Teacher	Haggard, S	1	29	10		66	24	
			2	29		3	55	24	17
			3	29			3	24	48
		Wolbers, L	1	25	16	12	60	12	
			2	26	8	12	62	15	4
			3	26		8	12	46	19
	Ethnicity	African American	1	11	27		64	9	
			2	10	10	10	50	20	10
			3	10	10	10	50	10	20
		Asian	1	12	8		67	25	
			2	12		8	50	33	8
			3	12			33	42	25
		Filipino	1	3			33		67
			2	3				33	67
			3	3					100
		Hispanic	1	23	9	22	65	4	
			2	23	4	9	70	13	4
			3	21		5	5	38	43
		Pacific Islander	1	2					100
			2	2			100		
			3	2					100
White	1	3			67	33			
	2	3			33	33	33		
	3	3			33	33	33		
Other	1	2			100				
	2	2			100				
	3	3			67	33			

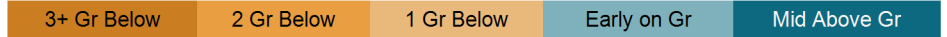
i-Ready Math Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 3



Legend

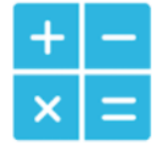


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
3	Gender	Female	1	27	4	11	78	7		
			2	26			77	19	4	
			3	26		4	50	42	4	
		Male	1	29		14	10	48	28	
			2	29		7	14	41	21	17
			3	28			7	7	21	29
	Special Populations	Low SES	1	33		9	12	55	24	
			2	33		6	6	58	21	9
			3	32			6	6	38	28
		ELL	1	1				100		
			2	1				100		
			3	1				100		
		RFEP	1	7			14	57	29	
			2	7				14	29	57
			3	7				14	43	43
		EL + RFEP	1	8			25	50	25	
			2	8				13	38	50
			3	8					25	38
		Special Ed.	1	4			50	25	25	
			2	4				25	50	25
			3	4				25	25	25
		Spec Ed. Speech/RSP	1	3			67	33		
			2	3			33	67		
			3	3			33	33	33	
		Homeless	1	1				100		
			2	2			50	50		
			3	2			50	50		
GATE/Excel	1	15				67	33			
	2	15					33	47	20	
	3	15					7	47	47	

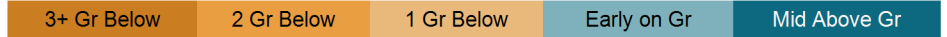
i-Ready Math Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	56	13	18	55	7	7	
			2	55	5	15	55	16	9	
			3	56		2	11	43	25	20
	Teacher	McGushion, S	1	28	21	25	54			
			2	28	7	21	64	7		
			3	28		21	54	21	4	
		Sanchez, J	1	27		4	11	56	15	15
			2	28		4	7	46	25	18
			3	28			4	32	29	36
	Ethnicity	African American	1	9	22	22	56			
			2	10	20	10	70			
			3	10		10	10	50	30	
		Asian	1	2			50		50	
			2	2			50		50	
			3	2			50		50	
		Hispanic	1	33	9	18	58	9	6	
			2	31		19	58	16	6	
			3	32			16	44	22	19
		White	1	3	33		67			
			2	3			33	33	33	
			3	3			33	33	33	
		Other	1	9	11	22	44	22		
			2	9			11	33	33	22
			3	9			33	33	33	
	Gender	Female	1	28	11	14	68	7		
			2	29	3	17	59	17	3	
			3	29		3	14	45	24	14
Male		1	28	14	21	43	7	14		
		2	26	8	12	50	15	15		
		3	27			7	41	26	26	
Special Populations	Low SES	1	36	17	19	47	8	8		
		2	34	6	18	53	12	12		
		3	35			14	40	26	20	

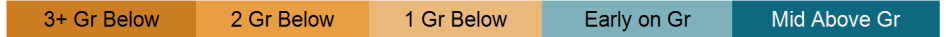
i-Ready Math Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	Special Populations	ELL	1	8	38	25	38			
			2	7	14	29	57			
			3	7		43	43	14		
		RFEP	1	1					100	
			2	1					100	
			3	1					100	
		EL + RFEP	1	9		33	22	33	11	
			2	8		13	25	50	13	
			3	8			38	38	13	13
		Special Ed.	1	7		57	29	14		
			2	7		29	57	14		
			3	7		29	71			
		Spec Ed. Speech/RSP	1	7		57	29	14		
			2	7		29	57	14		
			3	7		29	71			
		Foster	1	1			100			
			2	1			100			
			3	1			100			
		Homeless	1	1			100			
			2	1			100			
			3	1			100			
GATE/Excel	1	23		4	61	17	17			
	2	23			43	35	22			
	3	23			17	39	43			

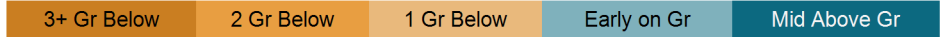
i-Ready Math Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	49	18	18	41	16	6
			2	48	10	10	42	23	15
			3	49	10	16	37	24	12
	Teacher	Courter, E	1	21	38	24	38		
			2	21	24	24	38	14	
			3	22	23	27	27	23	
		Lindstrom, B	1	26		15	42	31	12
			2	26			42	31	27
			3	26		4	46	27	23
	Ethnicity	African American	1	5	20	40	20	20	
			2	5	20	40	20	20	
			3	5	20	20	40	20	
		Asian	1	3		33	33	33	
			2	3			67	33	
			3	3			67	33	
		Filipino	1	1					100
			2	1					100
			3	1					100
		Hispanic	1	26	23	19	38	12	8
			2	25	12	16	40	20	12
			3	25	12	20	28	28	12
		Pacific Islander	1	1		100			
			2	1					100
			3	1					100
White	1	5	40	40	20				
	2	5	20	20	40	20			
	3	6	17	17	50	17			
Other	1	8	13	63	25				
	2	8			50	38	13		
	3	8	13	50	25	13			

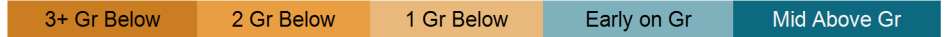
i-Ready Math Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	27	22	22	26	26	4
			2	26	19	4	38	19	19
			3	26	19	8	42	15	15
		Male	1	22	14	14	59	5	9
			2	22	18	45	27	9	
			3	23	26	30	35	9	
	Special Populations	Low SES	1	33	27	21	30	18	3
			2	32	16	13	41	19	13
			3	32	16	16	34	25	9
		ELL	1	4	75	25			
			2	3	33	67			
			3	3	33	67			
		RFEP	1	5	40	40	20		
			2	5	80	20			
			3	5	40	40	20		
		EL + RFEP	1	9	33	33	22	11	
			2	8	13	25	50	13	
			3	8	13	25	25	25	13
		Special Ed.	1	9	56	33	11		
			2	9	44	33	22		
			3	9	44	44	11		
	Spec Ed. Speech/RSP	1	9	56	33	11			
		2	9	44	33	22			
		3	9	44	44	11			
	Foster	1	1	100					
		2	1	100					
		3	1	100					
Homeless	1	1	100						
	2	1				100			
	3	1				100			
GATE/Excel	1	20	45	40	15				
	2	20	15	50	35				
	3	20	25	45	30				

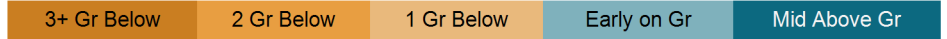
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
1	All Students	All	1	76	20	67	7	7			
			2	69	10	71	6	13			
			3	45		9	53	11	27		
	Teacher	Alberto, N		1	25	12	68	12	8		
				2	25		8	60	8	24	
				3	25		4	36	16	44	
		Estrada, G			1	20	10	70	5	15	
					2	20	5	75		20	
					3	2			50		50
		LEIGH, C			1	19	42	58			
					2	20	15	80		5	
					3	20	15	75		5 5	
		Vargas, A			1	10	10	90			
					2	3		100			

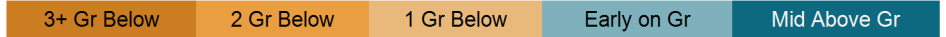
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	Ethnicity	African American	1	12	17	75	8			
			2	12		92	8			
			3	9		78	11	11		
		Asian	1	5		60	20	20		
			2	5		20	20	60		
			3	5		20	20	60		
		Filipino	1	3		100				
			2	3		100				
			3	2		50		50		
		Hispanic	1	44		20	66	5	9	
			2	37		14	70	5	11	
			3	20		15	50	10	25	
		Pacific Islander	1	1		100				
			2	1		100				
			3	1		100				
		White	1	6		33	67			
			2	6		17	67	17		
			3	4		25	50	25		
		Other	1	5		20	60	20		
			2	5			60	20	20	
			3	4			50	25	25	
		Gender	Female	1	36		14	72	8	6
				2	33		3	73	9	15
				3	23		9	48	9	35
Male	1		40		25	63	5	8		
	2		36		17	69	3	11		
	3		22		9	59	14	18		
Special Populations	Low SES	1	49		22	63	6	8		
		2	42		17	64	5	14		
		3	31		13	48	16	23		
	ELL	1	8		25	75				
		2	8		25	75				
		3	3			100				

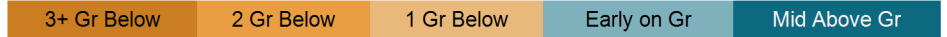
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	RFEP	1	4		75		25	
			2	4		75		25	
			3	3		67		33	
		EL + RFEP	1	12	17	75		8	
			2	12	17	75		8	
			3	6		83		17	
		Special Ed.	1	13	38	62			
			2	13	23	77			
			3	10	40	50	10		
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	67	33			
			3	3	67	33			
		Homeless	1	3		33	33	33	
			2	4		75		25	
			3	4	25	50		25	

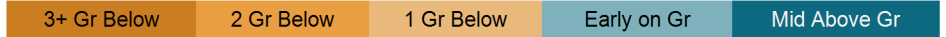
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	1	51	39	37	14	10		
			2	51	20	47	14	20		
			3	56	23	30	18	29		
	Teacher	Dreger, C	1	28	29	43	18	11		
			2	28	14	46	11	29		
			3	29	21	34	14	31		
		Tokunaga, T	1	28	39	36	18	7		
			2	28	21	46	18	14		
			3	28	25	25	21	29		
	Ethnicity	African American	1	6	50	33	17			
			2	7	29	43	14	14		
			3	6	33	33	33			
		Asian	1	4	25	25	50			
			2	4	75		25			
			3	4	50		25	25		
		Filipino	1	2			50	50		
			2	2			50	50		
			3	3			33	67		
		Hispanic	1	33	39	48	9	3		
			2	32	16	56	16	13		
			3	36	17	42	19	22		
			Pacific Islander	1	2	50		50		
				2	2	50		50		
				3	2	50		50		
		White	1	2	50		50			
			2	2	50		50			
			3	3	33		33	33		
Other	1	2	50		50					
	2	2	50		50					
	3	2	50		50					

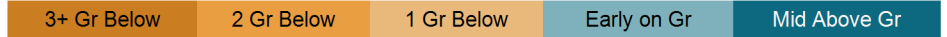
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Gender	Female	1	32	28	47	13	13	
			2	31	16	39	19	26	
			3	33	21	24	18	36	
		Male	1	19	58	21	16	5	
			2	20	25	60	5	10	
			3	23	26	39	17	17	
	Special Populations	Low SES	1	39	41	38	8	13	
			2	37	24	43	14	19	
			3	41	29	24	17	29	
		ELL	1	9	89	11			
			2	7	29	57	14		
			3	8	63	25	13		
		RFEP	1	1	100				
			2	1	100				
			3	2	50		50		
		EL + RFEP	1	10	80	20			
			2	8	25	63	13		
			3	10	50	30	10	10	
		Special Ed.	1	11	91	9			
			2	12	50	42	8		
			3	12	83	8	8		
		Spec Ed. Speech/RSP	1	3	100				
			2	4	25	50	25		
			3	4	75		25		
GATE/Excel	1	8			50	50			
	2	7				100			
	3	8				100			

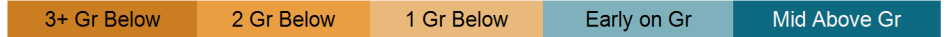
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	53	9	13	26	34	17
			2	55	2	15	18	27	38
			3	54	2	15	13	28	43
	Teacher	Haggard, S	1	29	3	7	31	31	28
			2	29	14	14	28	45	
			3	29	3	17	3	21	55
		Wolbers, L	1	25	16	20	24	36	4
			2	26	4	15	23	31	27
			3	26	4	12	23	35	27
	Ethnicity	African American	1	10	30	40	30		
			2	10	30	20	30	20	
			3	10	40	30	30		
		Asian	1	11	36	27	36		
			2	12	8	17	25	50	
			3	12	8	50	42		
		Filipino	1	3	67	33			
			2	3	100				
			3	3	100				
		Hispanic	1	22	9	23	23	36	9
			2	23	4	13	26	26	30
			3	21	5	14	24	19	38
		Pacific Islander	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
White	1	3	33	67					
	2	3	33	67					
	3	3	33	67					
Other	1	2	50	50					
	2	2	50	50					
	3	3	33	33	33				

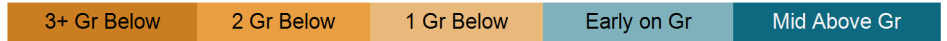
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Gender	Female	1	26	4	12	35	31	19
			2	26		27	35	38	
			3	26		19	38	42	
		Male	1	27	15	15	19	37	15
			2	29	3	28	10	21	38
			3	28	4	29	7	18	43
	Special Populations	Low SES	1	32	9	19	22	34	16
			2	33	3	15	21	30	30
			3	32	3	13	19	31	34
		ELL	1	1	100				
			2	1	100				
			3	1	100				
		RFEP	1	6		33	33	33	
			2	7	14	14	14	57	
			3	7		14	43	43	
		EL + RFEP	1	7		43	29	29	
			2	8	13	25	13	50	
			3	8	13	13	38	38	
		Special Ed.	1	4	50	25	25		
			2	4	25	25	25	25	
			3	4	25	25	25	25	
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	33	33	33		
			3	3	33	33	33		
		Homeless	1	1	100				
			2	2		50	50		
			3	2		50	50		
GATE/Excel		1	15		7	47	47		
		2	15			20	80		
		3	15			13	87		

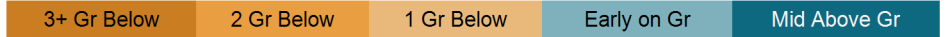
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
4	All Students	All	1	55	15	7	44	20	15		
			2	55	7	11	44	24	15		
			3	56	5	9	32	27	27		
	Teacher	McGushion, S	1	28	21	4	57	18			
			2	28	14	14	54	18			
			3	28	11	14	43	29	4		
		Sanchez, J	1	27		11	11	26	22	30	
			2	28		7		36	29	29	
			3	28			4	21	25	50	
	Ethnicity	African American	1	9		11		67		22	
			2	10	10	10		70		10	
			3	10		10		50	30	10	
		Asian	1	2				50		50	
			2	2					50	50	
			3	2					50	50	
		Hispanic	1	32		13	6	44	22	16	
			2	31		6	10	45	23	16	
			3	32			16	31	25	28	
			White	1	3	33		33	33		
				2	3		33		33	33	
				3	3			67		33	
		Other	1	9		22	11	22	44		
			2	9		11	11	22	33	22	
			3	9			22	11	33	33	
	Gender	Female	1	28	4	7	54	18	18		
			2	28		11		50	29	11	
			3	29			7	34	31	28	
Male		1	27		26	7	33	22	11		
		2	27		15	11	37	19	19		
		3	27			11	11	30	22	26	
Special Populations	Low SES	1	35		14	3	46	23	14		
		2	35		11	9	40	29	11		
		3	35			9	11	26	31	23	

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category							
4	Special Populations	ELL	1	8	38	63						
			2	7	43	14	43					
			3	7	14	43	43					
		RFEP	1	1						100		
			2	1						100		
			3	1						100		
		EL + RFEP	1	9	33	56	11					
			2	8	38	13	38	13				
			3	8	13	38	38	13				
		Special Ed.	1	7	71		29					
			2	7	43	14	43					
			3	7	29	29	29	14				
		Spec Ed. Speech/RSP	1	7	71		29					
			2	7	43	14	43					
			3	7	29	29	29	14				
		Foster	1	1	100							
			2	1	100							
			3	1	100							
		Homeless	1	1						100		
			2	1						100		
			3	1						100		
GATE/Excel	1	23			4	26	35	35				
	2	23			26	39	35					
	3	23			9	30	61					

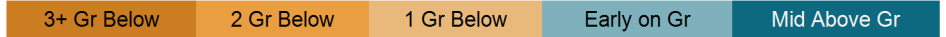
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	46	17	20	33	22	9	
			2	49	12	14	37	20	16	
			3	45	11	13	27	20	29	
	Teacher	Courter, E	All	1	21	38	29	29	5	
				2	21	29	29	33	10	
				3	21	24	29	29	19	
		Lindstrom, B	All	1	26	12	35	38	15	
				2	26	38	31	31		
				3	26	27	23	50		
	Ethnicity	African American	All	1	5	20	40	20	20	
				2	5	40	20	40		
				3	5	40	20	20	20	
		Asian	All	1	3	67	33			
				2	3	33	33	33		
				3	3	33	33	33		
		Filipino	All	1	1	100				
				2	1	100				
				3	1	100				
		Hispanic	All	1	25	24	16	28	24	8
				2	26	12	19	31	15	23
				3	23	17	9	22	17	35
		White	All	1	5	20	20	40	20	
				2	5	20	20	40	20	
				3	5	20	20	20	20	20
		Other	All	1	7	29	29	29	14	
				2	8	13	50	38		
				3	8	13	38	25	25	
Pacific Islander	All	2	1	100						
		1	27	22	19	33	19	7		
		2	27	19	15	30	22	15		
Gender	Female	All	3	26	19	4	27	23	27	
			1	19	11	21	32	26	11	
			2	22	5	14	45	18	18	
	Male	All	3	19	26	26	16	32		

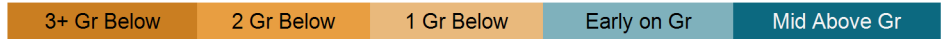
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Riley 2023-2024 Grade 5



Legend

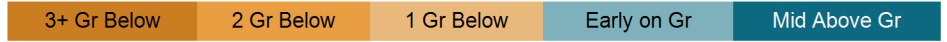


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Special Populations	Low SES	1	31	26	26	23	23	3
			2	33	18	21	27	21	12
			3	30	17	17	30	17	20
		ELL	1	4	50	50			
			2	4	25	75			
			3	2	100				
		RFEP	1	5	20	60	20		
			2	5	20	40	20	20	
			3	5	80		20		
		EL + RFEP	1	9	33	22	33	11	
			2	9	22	33	22	11	11
			3	7	29	57	14		
		Special Ed.	1	9	56	33	11		
			2	9	56	33	11		
			3	7	57	43			
		Spec Ed. Speech/RSP	1	9	56	33	11		
			2	9	56	33	11		
			3	7	57	43			
		Foster	1	1	100				
			2	1	100				
			3	1	100				
Homeless	1	1	100						
	2	1	100						
	3	1				100			
GATE/Excel	1	18		33	44	22			
	2	20		25	40	35			
	3	19		21	21	58			

i-Ready Math Overall Relative Placement School Data by Subgroup Riley 2023-2024



Legend



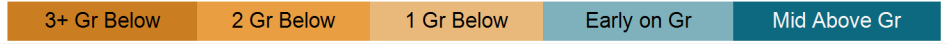
Category		Diagnostic Window	# Students	Percent by Category					
All Students	305	3	305	3	11	51	20	15	
Grade	Gr. 01	3	88	5	69	11	15		
	Gr. 02	3	57	21	58	12	9		
	Gr. 03	3	55		5	5	35	35	20
	Gr. 04	3	56		2	11	43	25	20
	Gr. 05	3	49		10	16	37	24	12
Ethnicity	African American	3	45	7	11	62	13	7	
	Asian	3	26		4	42	23	31	
	Hispanic	3	170	3	12	52	20	13	
	White	3	21	5	14	43	24	14	
	Other	3	27		7	52	26	15	
Gender	Female	3	157	4	11	55	20	10	
	Male	3	148		2	11	46	21	20
Special Populations	Low SES	3	195	4	13	49	19	14	
	ELL	3	27	4	37	52	7		
	RFEP	3	20			40	30	30	
	EL + RFEP	3	47		2	21	47	17	13
	Special Ed.	3	47	11	36	51	2		
	Spec Ed. Speech/RSP	3	26	19	35	46			
	GATE/Excel	3	66				17	42	41

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Riley 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	264	3	264	4	14	31	21	31
Grade	Gr. 01	3	48	8	54	10	27	
	Gr. 02	3	57	23	30	18	30	
	Gr. 03	3	55	4	15	13	27	42
	Gr. 04	3	56	5	9	32	27	27
	Gr. 05	3	48	10	13	29	21	27
Ethnicity	African American	3	41	2	20	37	20	22
	Asian	3	26		12	8	38	42
	Hispanic	3	135	4	14	34	19	29
	Other	3	27	7	7	30	26	30
Gender	Female	3	137	4	9	30	24	34
	Male	3	127	4	19	32	17	28
Special Populations	Low SES	3	173	6	17	29	22	26
	ELL	3	21	14	38	43	5	
	EL + RFEP	3	39	8	23	41	10	18
	Special Ed.	3	42	17	48	26	7	2
	Spec Ed. Speech/RSP	3	25	28	44	20	8	
	GATE/Excel	3	66			11	20	70

The percentages may not equal 100% due to rounding.



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Riley

Site Level Overall Performance Level Summary



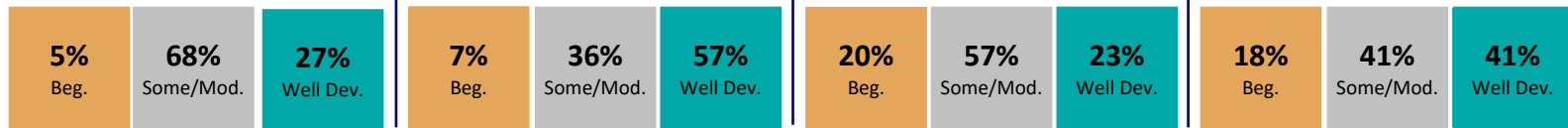
Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



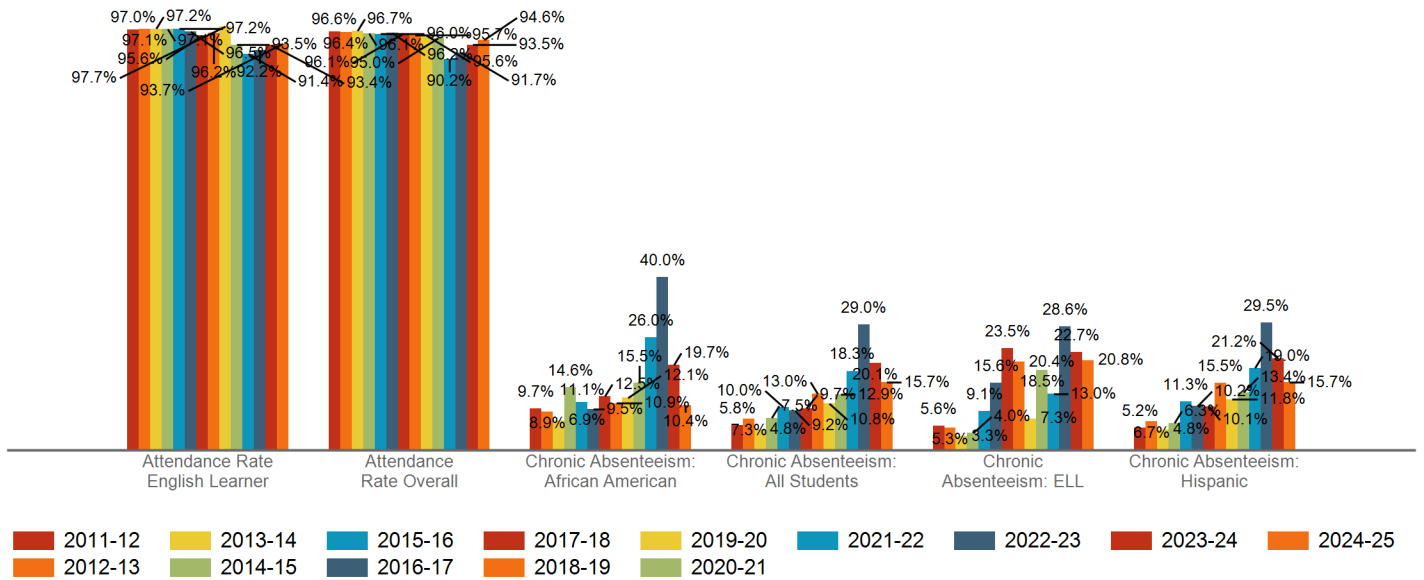
Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	0%	25%	25%	50%	0%	75%	25%	0%	50%	50%	0%	75%	25%	0%	50%	50%
01	0%	0%	58%	42%	0%	67%	33%	0%	25%	75%	0%	75%	25%	8%	25%	67%
02	20%	30%	40%	10%	0%	60%	40%	30%	40%	30%	20%	50%	30%	20%	80%	0%
03	0%	0%	33%	67%	0%	100%	0%	0%	67%	33%	0%	33%	67%	0%	0%	100%
04	13%	38%	50%	0%	25%	75%	0%	0%	50%	50%	50%	50%	0%	25%	50%	25%
05	0%	14%	43%	43%	0%	57%	43%	0%	14%	86%	43%	43%	14%	43%	14%	43%

Attendance/Chronic Absenteeism Rate

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>Action Plan: Implementation of counseling and SEL systems, including Harmony curriculum, Wonderful Wednesdays, and attendance incentives, to connect students, support their emotional well being and safety, and improve their sense of belonging and attendance.</p> <p>Progress Monitoring: Progress will be monitored by implementation of Harmony/SEL practices throughout the school, general observation of school climate, data collection regarding SEL implementation, attendance monitoring and the Pulse and Core Surveys.</p> <p>Goals</p> <p>By June of 2024, the number of parents participating in the CORE survey will increase by 50%, 174 total parent surveys.</p> <p>By June of 2024, the following Student CORE Survey (Culture & Climate) topic Safety will increase by 10% growth from the previous school year. More specifically, the following question will increase by 10% from the previous school year: Do other kids at school spread rumors or lies about you?</p> <p>By June of 2024, the following Student SEL survey topic Self-Efficacy will increase by 10% compared to the previous school year. More specifically, the following question will increase by 10% from the previous school year: I can master the hardest topics in my class.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight ten week sessions.		Teacher Hourly P Schedule
4	The Bi IOA will orders interventions materials for students; completes requisitions for materials, supplies and equipment for categorical programs. Provides direct services to students and parents regarding outside resources to help increase student achievement Provides supplemental monitoring of daily attendance of at-risk students and contacts the families of those at-risk students regarding chronic attendance issues that impede students achievement. Provides translations/interpretations for Title I required meetings and parent workshops (Understanding the Content Standards, Understanding the Testing Process, Annual Title I Public Meeting); communicate with parents dates/times/locations of meetings/workshops; duplicate materials for meetings/workshops (BL Spanish) Support families in their understanding of required Title I documents; provide oral and written translation of the documents as necessary Parent Involvement Guidelines, Home-School Compact, Title I Newsletters (BL Spanish)		Intermediate Office Assistant
5	VAPA (theater) teacher will support our BIPOC students including our multilingual learners by providing tiered support in ELA and Math based on i-ready ELA and Math results. In addition, support select students acquire listening, speaking, reading, and writing skills via the arts. As well assist in the monitoring of ELL academic interventions resulting in an increase in the ELPAC scores.		Teacher - Elementary

Riley

Attendance/Chronic Absenteeism Rate

School Year: 23-24

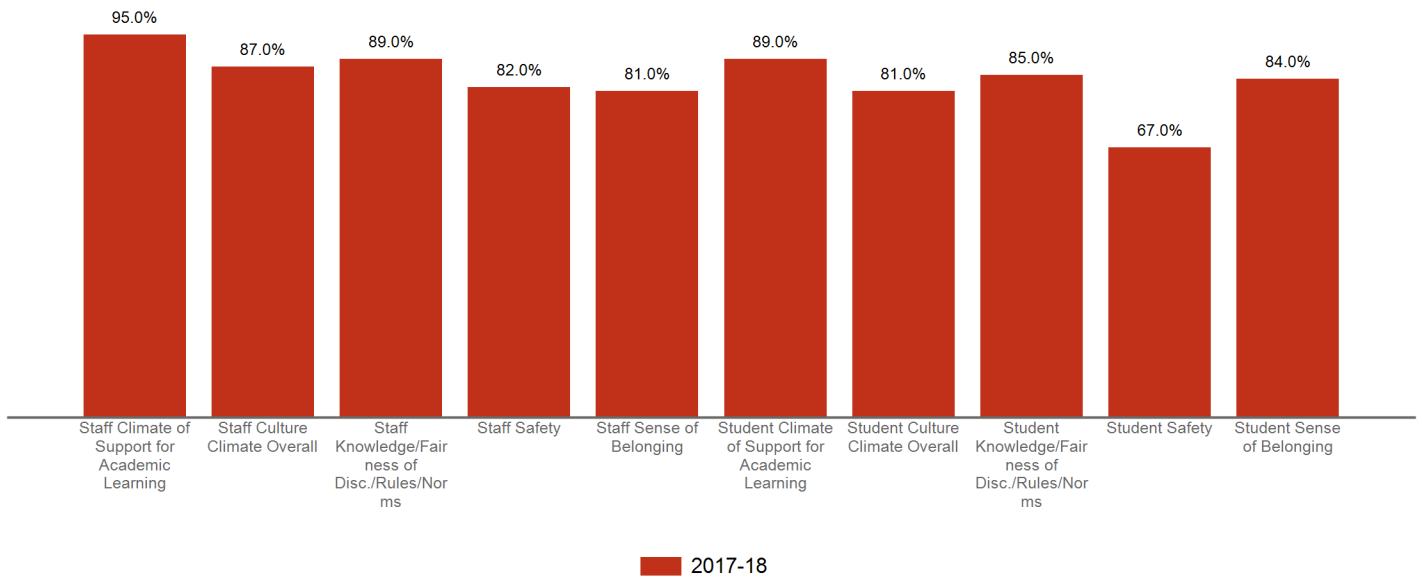
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
6	The counselor will develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A.		Counselor
Total			

Attendance/Chronic Absenteeism Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17227	57	10/3/23	11/7/23	12	0.5	6
17447	69	11/8/23	12/31/23	8	0.5	4
	126					10

Culture-Climate Survey (Student-Staff)

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	<p>Action Plan: Implementation of counseling and SEL systems, including Harmony curriculum, Wonderful Wednesdays, and attendance incentives, to connect students, support their emotional well being and safety, and improve their sense of belonging and attendance.</p> <p>Progress Monitoring: Progress will be monitored by implementation of Harmony/SEL practices throughout the school, general observation of school climate, data collection regarding SEL implementation, attendance monitoring and the Pulse and Core Surveys.</p> <p>Goals</p> <p>By June of 2024, the number of parents participating in the CORE survey will increase by 50%, 174 total parent surveys.</p> <p>By June of 2024, the following Student CORE Survey (Culture & Climate) topic Safety will increase by 10% growth from the previous school year. More specifically, the following question will increase by 10% from the previous school year: Do other kids at school spread rumors or lies about you?</p> <p>By June of 2024, the following Student SEL survey topic Self-Efficacy will increase by 10% compared to the previous school year. More specifically, the following question will increase by 10% from the previous school year: I can master the hardest topics in my class.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.		Hourly - Recreation Aide
	TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math unit implementation with a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers will develop differentiated lessons for ELLs and "At-Risk" students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, teachers will spend time monitoring progress and develop "next steps" for identified select students.		Substitute teacher half day, Teacher Hourly Extra Comp
2	Provide identified select at-risk students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS.		Materials
5	VAPA (theater) teacher will support our BIPOC students including our multilingual learners by providing tiered support in ELA and Math based on i-ready ELA and Math results. In addition, support select students acquire listening, speaking, reading, and writing skills via the arts. As well assist in the monitoring of ELL academic interventions resulting in an increase in the ELPAC scores.		Teacher - Elementary

Riley

Culture-Climate Survey (Student-Staff)

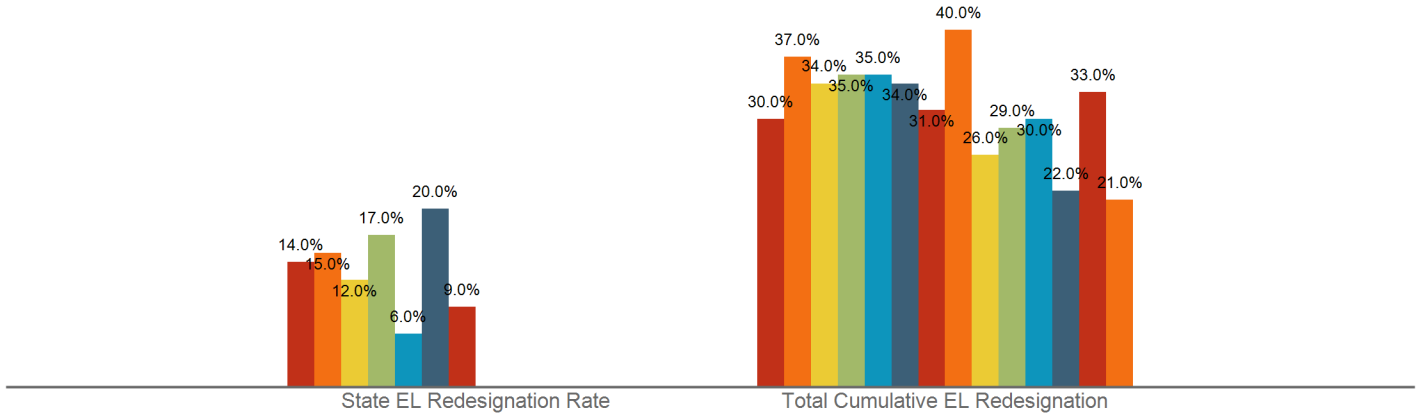
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
6	The counselor will develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A.		Counselor
Total			

Riley

EL Reclassification

School Year: 23-24



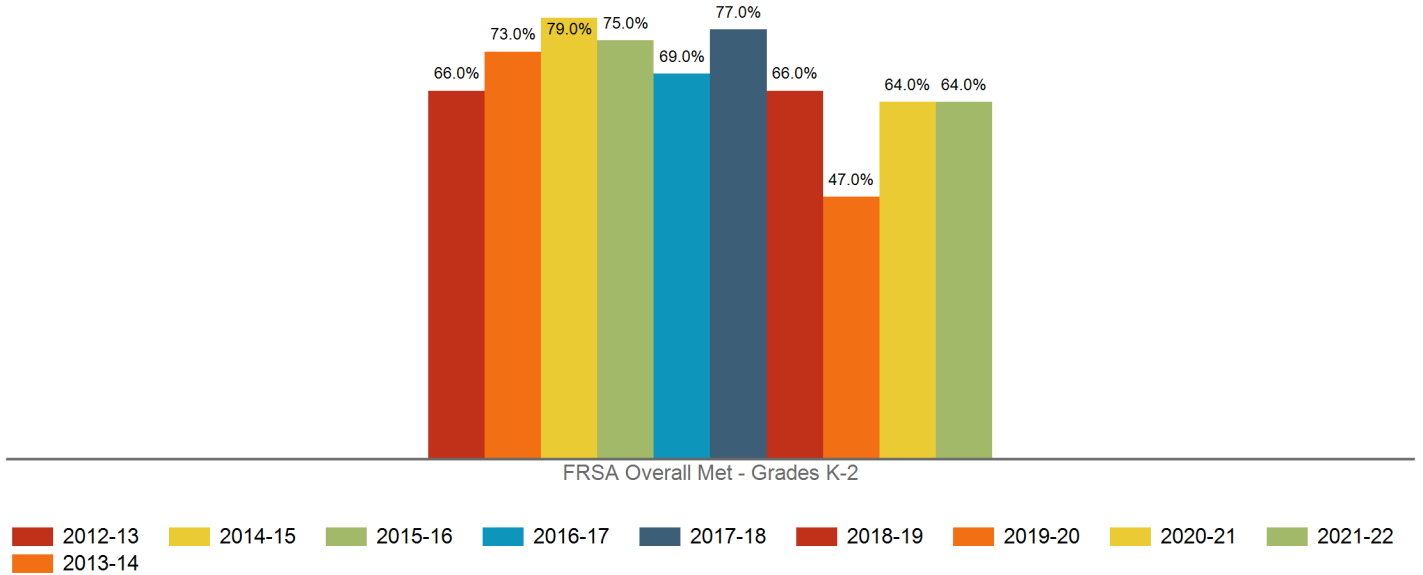
■ 2011-12 ■ 2013-14 ■ 2015-16 ■ 2017-18 ■ 2019-20 ■ 2021-22 ■ 2022-23 ■ 2023-24 ■ 2024-25
■ 2012-13 ■ 2014-15 ■ 2016-17 ■ 2018-19 ■ 2020-21

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
5	VAPA (theater) teacher will support our BIPOC students including our multilingual learners by providing tiered support in ELA and Math based on i-ready ELA and Math results. In addition, support select students acquire listening, speaking, reading, and writing skills via the arts. As well assist in the monitoring of ELL academic interventions resulting in an increase in the ELPAC scores.		Teacher - Elementary
Total			

Elementary Reading - FRSA

School Year: 23-24

Goals	
Area	Description
ELA Goals	<p>By June 2024, Riley grades 3-5 students will achieve at least 51% overall met/exceeded on the SBAC in ELA</p> <p>By June 2024, Riley's African American students in grades 3-5 will achieve a least 34% overall Met+Exceeded on the SBAC ELA</p> <p>By June 2024, all K-2 student will meet 85% proficiency in FRS</p> <p>At least 95% of students in Grades 1-5 will complete the iReady assessment in each administration period</p> <p>At least 90% of students will meet their recommended iReady personalized instructional minutes per week</p>
ELA Goals	<p>Action Plan: Implementation of the district approved structured literacy program in all grades with an emphasis on grades K - 2 for foundational skills. Using professional development from Getting Reading Right, implementing the daily decoding routine, district unit guides, and our Literacy Intervention programs, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps.</p> <p>Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (FRSA, fluency, Writing PT's, PSA, end of unit assessments) i-Ready and SBAC. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days for grades K-2.</p>

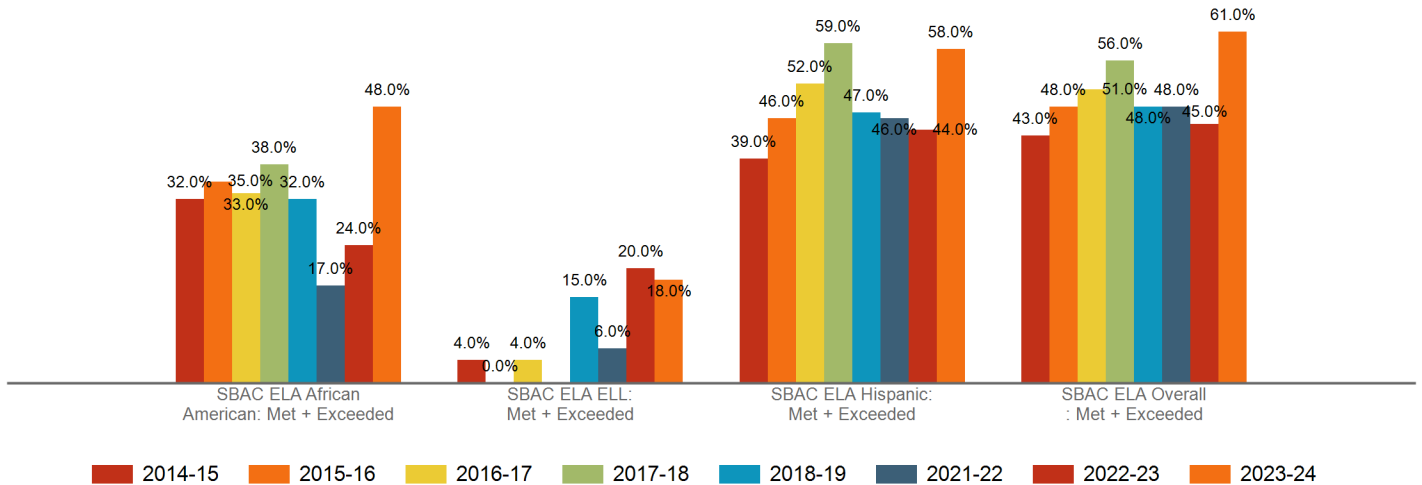


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops.		Materials
2	Provide identified select at-risk students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS.		Materials
3	Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight ten week sessions.		Teacher Hourly P Schedule
Total			

SBAC ELA

School Year: 23-24

Goals	
Area	Description
ELA Goals	<p>By June 2024, Riley grades 3-5 students will achieve at least 51% overall met/exceeded on the SBAC in ELA</p> <p>By June 2024, Riley's African American students in grades 3-5 will achieve a least 34% overall Met+Exceeded on the SBAC ELA</p> <p>By June 2024, all K-2 student will meet 85% proficiency in FRS</p> <p>At least 95% of students in Grades 1-5 will complete the iReady assessment in each administration period</p> <p>At least 90% of students will meet their recommended iReady personalized instructional minutes per week</p>
ELA Goals	<p>Action Plan: Implementation of the district approved structured literacy program in all grades with an emphasis on grades K - 2 for foundational skills. Using professional development from Getting Reading Right, implementing the daily decoding routine, district unit guides, and our Literacy Intervention programs, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps.</p> <p>Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (FRSA, fluency, Writing PT's, PSA, end of unit assessments) i-Ready and SBAC. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days for grades K-2.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops.		Materials
	TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math unit implementation with a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers will develop differentiated lessons for ELLs and At-Risk students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, teachers will spend time monitoring progress and develop "next steps" for identified select students.		Substitute teacher half day, Teacher Hourly Extra Comp
2	Provide identified select at-risk students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS.		Materials

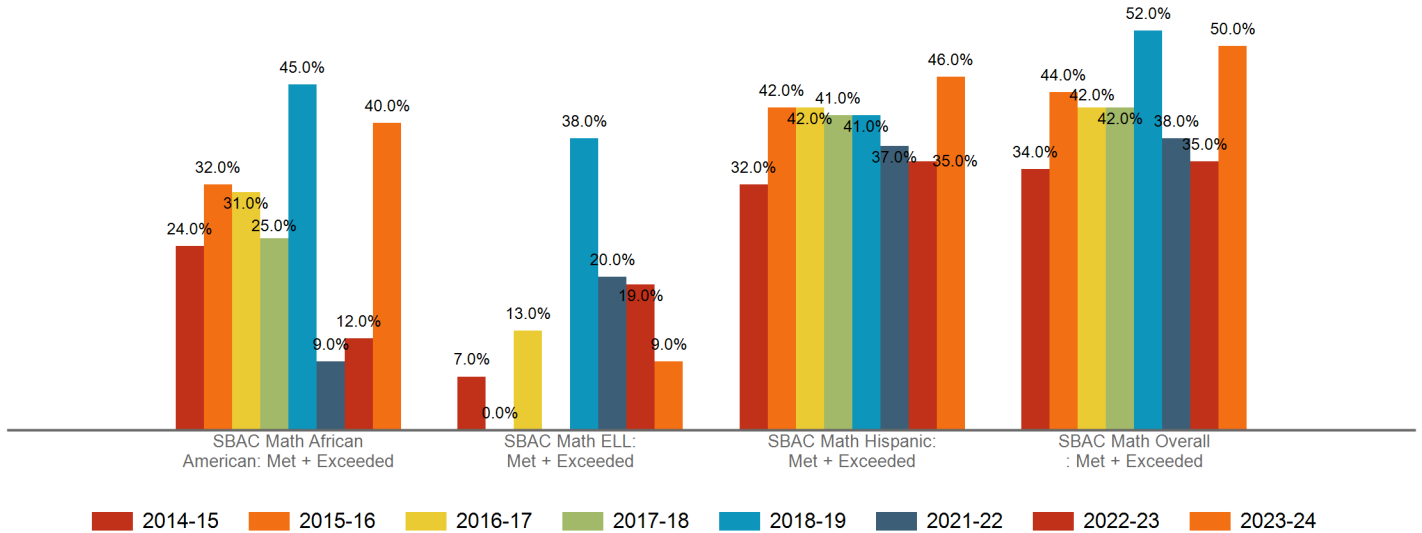
Riley

SBAC ELA

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight ten week sessions.		Teacher Hourly P Schedule
Total			

Goals	
Area	Description
Math Goals	<p>Action Plan: Implementation of the district approved structured math program including formative and interim assessments in all grades. Using professional development from grade level cohorts and district PD, teachers will implement their training and provide high quality, rigorous instruction that is equitable and standards aligned using evidence of student learning to determine next steps. Teachers will provide systems to help students meet their recommended minutes per week in ST Math and iReady personalized instruction.</p> <p>Progress Monitoring: Progress will be monitored through formative and summative assessments via district assessments (Math PT's, end of unit assessments) i-Ready and SBAC. Teachers in grades 3-5 will implement the 5E lesson plan following district guidelines. Teachers will collect and analyze data regularly at grade level meetings, staff meetings and district QCI days. for grade 3-5. Teachers grades 3-5 will meet regularly with the Math Coach to analyze data and plan next steps.</p> <p>Goals</p> <p>By June 2024, Riley grades 3-5 students will achieve at least 43% overall Met+Exceeded on the SBAC in Math</p> <p>By June of 2024, 40% of all students in grades 1-5, including AA and EL's will be on or above grade level in iReady Math.</p> <p>By June 2024, Riley African American students will achieve at least 22% overall Met+Exceeded on the SBAC Math</p> <p>All students will complete formative and interim assessments in mathematics</p> <p>At least 90% of students will meet their recommended iReady personalized instructional minutes per week.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops.		Materials
	TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math unit implementation with a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers will develop differentiated lessons for ELLs and "At-Risk" students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, teachers will spend time monitoring progress and develop "next steps" for identified select students.		Substitute teacher half day, Teacher Hourly Extra Comp
2	Provide identified select at-risk students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS.		Materials

Riley

SBAC Math

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight ten week sessions.		Teacher Hourly P Schedule
Total			

Riley

African-American

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$44,335	
	TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops.	\$2,000	Materials
	TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math unit implementation with a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers will develop differentiated lessons for ELLs and "At-Risk" students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, teachers will spend time monitoring progress and develop "next steps"™ for identified select students.	\$6,270	Substitute teacher half day, Teacher Hourly Extra Comp
2	Provide identified select at-risk students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS.	\$1,000	Materials
3	Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight "ten week sessions.	\$1,958	Teacher Hourly P Schedule
4	The Bi IOA will orders interventions materials for students; completes requisitions for materials, supplies and equipment for categorical programs. Provides direct services to students and parents regarding outside resources to help increase student achievement Provides supplemental monitoring of daily attendance of at-risk students and contacts the families of those at-risk students regarding chronic attendance issues that impede students'™ achievement. Provides translations/interpretations for Title I required meetings and parent workshops (Understanding the Content Standards, Understanding the Testing Process, Annual Title I Public Meeting); communicate with parents dates/times/locations of meetings/workshops; duplicate materials for meetings/workshops (BL Spanish) Support families in their understanding of required Title I documents; provide oral and written translation of the documents as necessary " Parent Involvement Guidelines, Home-School Compact, Title I Newsletters (BL Spanish)	\$45,186	
5	VAPA (theater) teacher will support our BIPOC students including our multilingual learners by providing tiered support in ELA and Math based on i-ready ELA and Math results. In addition, support select students acquire listening, speaking, reading, and writing skills via the arts. As well assist in the monitoring of ELL academic interventions resulting in an increase in the ELPAC scores.	\$78,694	
6	The counselor will develop programs that positively impact student achievement, engagement, and parent involvement. Therefore, increase school wide student recognition to improve school wide climate. As well assist in the implementation and monitoring of academic interventions, social skills groups for students who are at-risk (emotional, behavioral, and academic) resulting in an increase of emotional, behavioral, and academic achievement. As well assist with the development of programs in the area of college and career readiness that positively impact student achievement and in the area of parent involvement. Currently monitoring LSES, ELL, and Hisp., A.A.	\$82,097	
Total		\$261,540	

Riley

All Parents

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$44,335	
	TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops.	\$2,000	Materials
	TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math unit implementation with a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers will develop differentiated lessons for ELLs and "At-Risk" students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, teachers will spend time monitoring progress and develop "next steps" for identified select students.	\$6,270	Substitute teacher half day, Teacher Hourly Extra Comp
2	Provide identified select at-risk students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS.	\$1,000	Materials
3	Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight "ten week sessions.	\$1,958	Teacher Hourly P Schedule
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Total		\$261,540	

Riley

All Staff

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$44,335	
	TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops.	\$2,000	Materials
	TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math unit implementation with a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers will develop differentiated lessons for ELLs and "At-Risk" students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, teachers will spend time monitoring progress and develop "next steps" for identified select students.	\$6,270	Substitute teacher half day, Teacher Hourly Extra Comp
2	Provide identified select at-risk students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS.	\$1,000	Materials
3	Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight "ten week sessions.	\$1,958	Teacher Hourly P Schedule
4	The Bi IOA will orders interventions materials for students; completes requisitions for materials, supplies and equipment for categorical programs. Provides direct services to students and parents regarding outside resources to help increase student achievement Provides supplemental monitoring of daily attendance of at-risk students and contacts the families of those at-risk students regarding chronic attendance issues that impede students' achievement. Provides translations/interpretations for Title I required meetings and parent workshops (Understanding the Content Standards, Understanding the Testing Process, Annual Title I Public Meeting); communicate with parents dates/times/locations of meetings/workshops; duplicate materials for meetings/workshops (BL Spanish) Support families in their understanding of required Title I documents; provide oral and written translation of the documents as necessary " Parent Involvement Guidelines, Home-School Compact, Title I Newsletters (BL Spanish)	\$45,186	
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Total		\$261,540	

Riley

All Students

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$44,335	
	TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops.	\$2,000	Materials
	TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math unit implementation with a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers will develop differentiated lessons for ELLs and "At-Risk" students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, teachers will spend time monitoring progress and develop "next steps" for identified select students.	\$6,270	Substitute teacher half day, Teacher Hourly Extra Comp
2	Provide identified select at-risk students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS.	\$1,000	Materials
3	Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight "ten week sessions.	\$1,958	Teacher Hourly P Schedule
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5	VAPA (theater) teacher will support our BIPOC students including our multilingual learners by providing tiered support in ELA and Math based on i-ready ELA and Math results. In addition, support select students acquire listening, speaking, reading, and writing skills via the arts. As well assist in the monitoring of ELL academic interventions resulting in an increase in the ELPAC scores.	\$78,694	
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Total		\$261,540	

Riley

English Learners

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$44,335	
	TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops.	\$2,000	Materials
	TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math unit implementation with a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers will develop differentiated lessons for ELLs and "At-Risk" students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, teachers will spend time monitoring progress and develop "next steps" for identified select students.	\$6,270	Substitute teacher half day, Teacher Hourly Extra Comp
2	Provide identified select at-risk students with additional ELA and Math supplemental material and technology to be used either before, during, or afterschool that is aligned to the CCSS.	\$1,000	Materials
3	Select certificated staff/teachers will provide remediation/after school tutoring classes throughout the school year. This differentiated support will assist EO & ELL students who are at tier 2. This support will target identified students in grades TK-5 at-risk EO & EL students. The primary focus will be in both ELA and Math throughout the school year during eight "ten week sessions.	\$1,958	Teacher Hourly P Schedule
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Total		\$261,540	

Riley

Hispanic

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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	TK-5 teachers will be supported through the CCSS implementation of ELA and Math with the purchase of professional reading or supplemental material. In addition, to provide social-emotional and behavioral support, teachers will be provided with professional materials, books, and workshops.	\$2,000	Materials
	TK-5 Teachers will have release days to collaboratively study the standards and plan for the ELA and Math unit implementation with a focus on aligning daily instructional teaching, task/activities to specific grade level standards and end of unit assessments. Teachers will develop differentiated lessons for ELLs and "At-Risk" students and plan for interventions for struggling learners. Teachers will also discuss strategies and gather resources to best meet the needs of identified students. Lastly, teachers will spend time monitoring progress and develop "next steps" for identified select students.	\$6,270	Substitute teacher half day, Teacher Hourly Extra Comp
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Total		\$261,540	



James Whitcomb Riley Elementary School

3319 Sandwood St. Lakewood, California 90712

Phone (562) 420-9595 ♦ FAX (562) 420-7708

Student-Teacher-Parent Compact

As a Student, I will be responsible for the following:

1. **Cooperating with all adults and peers**, respecting the rights of others to learn without disruption, and showing respect for people and property by not using profanity, stealing, or damaging property.
2. **Coming to class dressed appropriately, on time, and prepared** to work every day.
3. **Practicing safety** by not chasing, pushing, hitting, or fighting.
4. **Completing all class assignments and homework** and committing to studying and reading daily at home.
5. **I will abide by all safety rules** to ensure a safe learning environment for everyone.

Date: _____ Student's Signature: _____

As a Teacher, I will be responsible for the following:

1. **Providing instruction** that aligns with the standards set by the State of California, the Long Beach Unified School District, and Riley Elementary School. I will ensure that lessons are meaningful, engaging, and culturally relevant to all students.
2. **Creating a safe and welcoming environment** where all students feel valued and respected. I will foster a classroom atmosphere that encourages curiosity, participation, and positive behavior.
3. **Explaining assignments clearly** to students, providing guidance and assistance as needed to ensure their understanding and success.
4. **Offering clear and constructive evaluations** of student progress and achievement, regularly communicating with both students and parents to ensure everyone is aware of growth and areas for improvement.
5. **Being attentive to students' needs**, supporting their academic, social, and emotional well-being, and providing appropriate resources to help them thrive.
6. **Following and enforcing all safety rules** to maintain a secure environment for everyone in the school community.

Date: _____ Teacher's Signature: _____

As a Parent, I will be responsible for the following:

1. **Ensuring my child is ready to learn** by providing adequate food, rest, and maintaining regular school attendance.
2. **Creating a supportive environment for learning** by providing a quiet time and place for my child to complete homework and study.
3. **Fostering a love for reading and learning** by ensuring my child reads or is read to consistently while supporting their mastery of basic math fact fluency to enhance their academic growth.
4. **Helping my child meet academic expectations** by reinforcing the responsibilities listed in class and school rules and actively supporting their efforts to succeed.
5. **Being actively involved in school life** by attending Back to School Night, Parent-Teacher Conferences, Open House, and other school activities to stay connected and engaged with my child's education.
6. **Following and supporting all safety rules** to contribute to a safe and supportive school environment for all students.

Date: _____ Parent's Signature: _____



Escuela Primaria James Whitcomb Riley

3319 Sandwood St. Lakewood, California 90712

Teléfono (562) 420-9595 ♦ FAX (562) 420-7708

Convenio entre Estudiantes, Maestros, Padres

Como Estudiante, seré responsable de lo siguiente:

1. **Cooperar con todos los adultos y compañeros**, respetando los derechos de los demás a aprender sin interrupción, y mostrando respeto por las personas y la propiedad al no usar malas palabras, robar o dañar la propiedad.
2. **Llegar a clase vestido adecuadamente, a tiempo y preparado** para trabajar todos los días.
3. **Practicar la seguridad** no persiguiendo, empujando, golpeando o peleando.
4. **Completar todas las tareas y deberes de clase** y comprometerme a estudiar y leer diariamente en casa.
5. **Cumpliré con todas las reglas de seguridad** para asegurar un ambiente de aprendizaje seguro para todos.

Fecha: _____

Firma del Estudiante: _____

Como Maestro, seré responsable de lo siguiente:

1. **Proveer instrucción** que se alinee con los estándares establecidos por el Estado de California, el Distrito Escolar Unificado de Long Beach y la Escuela Primaria Riley. Me aseguraré que las lecciones sean significativas, atractivas y culturalmente relevantes para todos los estudiantes.
2. **Crearé un ambiente seguro y acogedor** donde todos los estudiantes se sientan valorados y respetados. Fomentaré una atmósfera en el aula que estimule la curiosidad, la participación y el comportamiento positivo.
3. **Explicar claramente las tareas** a los estudiantes, proporcionándoles orientación y ayuda cuando sea necesario para garantizar su comprensión y éxito.
4. **Ofreceré evaluaciones claras y constructivas** del progreso y los logros de los alumnos, y me comunicaré regularmente con ellos y con sus padres para asegurarme de que todos son conscientes de sus progresos y de las áreas en las que pueden mejorar.
5. **Estar atento a las necesidades de los estudiantes**, apoyando su bienestar académico, social y emocional, y proporcionando los recursos adecuados para ayudarles a prosperar.
6. **Cumplir y hacer cumplir todas las normas de seguridad** para mantener un entorno seguro para todos los miembros de la comunidad escolar.

Fecha: _____

Firma del Maestro: _____

Como Padre, seré responsable de lo siguiente:

1. **Asegurarme de que mi hijo esté preparado para aprender**, proporcionándole una alimentación adecuada, descanso y manteniendo una asistencia regular a la escuela.
2. **Crear un ambiente de apoyo para el aprendizaje**, proporcionando un tiempo y un lugar tranquilos para que mi hijo haga los deberes y estudie.
3. **Fomentar el amor por la lectura y el aprendizaje**, asegurándose de que mi hijo lea o que le lean constantemente y apoyando su dominio de los hechos matemáticos básicos para mejorar su crecimiento académico.
4. **Ayudar a mi hijo a cumplir las expectativas académicas**, reforzando las responsabilidades enumeradas en las normas de clase y de la escuela y apoyando activamente sus esfuerzos por tener éxito.
5. **Participar activamente en la vida escolar**, asistiendo a la Noche de Regreso a Clases, Conferencias de Padres y Maestros, Casa Abierta y otras actividades escolares para mantenerme conectado y comprometido con la educación de mi hijo.
6. **Seguir y apoyar todas las reglas de seguridad** para contribuir a un ambiente escolar seguro y de apoyo para todos los estudiantes.

Fecha: _____

Firma de los Padres: _____



James Whitcomb Riley Elementary School

3319 Sandwood St. Lakewood, California 90712

Phone: (562) 420-9595 ♦ FAX: (562) 420-7708



James Whitcomb Riley Elementary School Parental Involvement Guidelines

As Riley Elementary School receives Title I, Part A (Title I) funds, Riley has developed jointly with the members of the Riley School Site Council (SSC) and distributed to parents of participating children, Riley Parental Involvement Guidelines, which contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA) The Guidelines establishes Riley' expectations for parental involvement and describes how they will implement a number of specific parental involvement activities. The Home-School Compact is incorporated into the Riley Parental Involvement Guidelines.

PART I

Riley agrees to implement the following requirements:

- Jointly develop with parents, and distribute to parents of participating children, the Riley Parental Involvement Guidelines that the school and parents of participating children agree on.
- Notify parents about the Riley Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, distribute these Guidelines to parents in a language the parents can understand.
- Make the Riley Parental Involvement Guidelines available to the local community.
- Periodically update the Riley Parental Involvement Guidelines to meet the changing needs of parents and the school.
- Adopt the school's school-parent compact as a component of its Riley Parental Involvement Guidelines.
- Agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition.

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

1. Riley will take the following actions to involve parents in the joint development and joint agreement of its Riley Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement

- v. Role of the English Language Advisory Council (ELAC) and other advisory committees.
 - Plan meetings with SSC & ELAC parents to review the previous year’s guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other parents and stakeholders to attend the meetings
 - ii. Advertise in Title 1 Newsletter, at Back-to-School night, through school messenger, etc.
 - At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Parental Involvement Guidelines & Home-School Compact
 - iii. Oral and written translations be made available for Spanish-speaking parents to allow for discussions
2. Riley will distribute to parents and the local community, the school’s Parental Involvement Guidelines in the following venues:
 - SSC & ELAC meetings
 - Section of Newsletter
 - Main Office Counter
 - Open House
 3. The School Site Council must vote to approve the guidelines. The school will update periodically its school’s Parental Involvement Guidelines to meet the changing needs of parents and the school at
 - SSC and ELAC meetings, generally 4 - 6 times per year (more frequently if necessary.)
 - Parent information meetings
 4. Riley will convene an Annual Title 1 Public Meeting to inform parents of the following:
 - The requirements of Title I, how Title 1 funds are used at this school, and parents’ right to be involved
 - Meetings are offered at different times of the day
 - Notifications/fliers sent home in language parents understand
 - Announcement made on school messaging system
 - Child care may be provided
 5. Riley will provide updated information to parents about Title I programs throughout the school year in the following ways:
 - Section of Newsletter
 - On Main Office
 - At SSC, ELAC meetings, and other parent meetings, for example, Parent Teacher Association (PTA)
 6. Riley will provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Riley will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children through:
 - Parent workshops
 - Parent surveys
 - In school newsletters

- Open House
 - SSC & ELAC meetings
 - Parent Teacher Association (PTA)
7. Riley will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents in participating more fully in the early education of their children by:
 - Coordination of Transitional Kindergarten
 - Promotion/advertisement of the District's Kindergarten festivals
 8. Riley will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:
 - At School Site Council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH-STUDENT ACADEMIC ACHIEVEMENT

1. Riley will build the schools' and parents' capacity for strong parent involvement, to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - District training offered for parents and staff
 - Parent education workshops
 - Parent-Teacher Conferences
 - Monthly calendars of Parent Workshops posted on the district website
 - DCAC, DELAC, and other district parent forums/meetings
 - District website resources: click "P" for Parent Involvement
2. Riley will incorporate the Home-School Compact as a component of Riley's Parental Involvement Guidelines.
 - Outlines shared responsibility of home, school, and student in academic achievement
 - Developed, discussed, and reviewed at the first SSC and ELAC meetings
 - School Site Council must vote to approve the Home/School Compact
 - Distributed and discussed during Fall parent-teacher conferences
3. Riley will, with the assistance of its district, assist parents of children served by the school in understanding topics such as the following:
 - State and local academic assessments including alternate assessments
 - LBUSD Assessments
4. Riley will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement. These materials and trainings may include literacy training, and using technology, as appropriate, to foster parent involvement. Topics will be determined by:
 - Parent survey
5. Riley will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility

of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and school by:

- Teacher/Staff staff meetings

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Qualified bilingual staff or the EEP Translation Unit will be doing the translations of written materials/notifications that are sent to parents.

PART IV.

DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

NOTE: The Riley Parental Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving parental involvement
- Establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART V.

ADOPTION

This Riley Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Parental Involvement Guidelines were adopted by the School Site Council on **October 2, 2024**, and will be in effect for 1 year. The school will distribute the Guidelines to all parents when feasible. The schools will provide a copy of these Guidelines to parents in a language the parents can understand.

(Signature on file in the School Office) _____

Jennie Salazar, Principal

October 2, 2024

Date



Escuela primaria James Whitcomb Riley

3319 Sandwood St. Lakewood, California 90712

Teléfono: (562) 420-9595 ♦ FAX: (562) 420-7708



Escuela primaria James Whitcomb Riley Pautas de participación de los padres

Como Escuela Primaria Riley que recibe fondos del Título I, Parte A (Título I), Riley ha desarrollado conjuntamente con los miembros del Consejo Escolar de Riley (SSC) y distribuido a los padres de los niños participantes, las Pautas de Participación de los Padres de Riley, que contienen información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen Riley's expectativas para la participación de los padres y describe cómo implementarán una serie de actividades específicas de participación de los padres. El Convenio entre el hogar y la escuela está incorporado en las Pautas de participación de los padres de Riley.

PARTE I

Riley se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres y distribuir a los padres de los niños participantes las Pautas de participación de los padres de Riley que la escuela y los padres de los niños participantes acuerden.
- Notificar a los padres sobre las Pautas de participación de los padres de Riley en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a los padres en un idioma que los padres puedan entender.
- Poner a disposición de la comunidad local las Pautas de participación de los padres de Riley.
- Actualizar periódicamente las Pautas de participación de los padres de Riley para satisfacer las necesidades cambiantes de los padres y la escuela.
- Adoptar el pacto entre la escuela y los padres como componente de sus Pautas de participación de los padres de Riley.
- Acepta regirse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición.

PARTE II

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN DE LOS PADRES ESCOLAR

- I. Riley tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación de los padres de Riley y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118 (b) de la ESEA:
 - Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar. Los temas incluyen:
 - i. Responsabilidades y funciones del SSC y sus miembros
 - ii. Composición de las SSC
 - iii. Consideraciones presupuestarias

- iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel del Consejo Asesor del Idioma Inglés (ELAC) y otros comités asesores
- Planificar reuniones con los padres de SSC y ELAC para revisar las pautas del año anterior y las actividades de participación de los padres descritas en el Plan Único para el Rendimiento Estudiantil.
 - i. Invitar a otros padres y partes interesadas a asistir a las reuniones.
 - ii. Anuncie en el boletín informativo Título 1, en la noche de regreso a clases, a través del mensajero escolar, etc.
 - En la reunión
 - i. Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario.
 - ii. Redactar o actualizar las pautas de participación de los padres y los pactos entre el hogar y la escuela
 - iii. Se pondrán a disposición de los padres de habla hispana traducciones orales y escritas para permitir el debate.
2. Riley distribuirá a los padres y a la comunidad local las Pautas de participación de los padres de la escuela en los siguientes lugares:
 - Reuniones del SSC y ELAC
 - Sección de Newsletter
 - Mostrador de la oficina principal
 - Casa abierta
 3. El Consejo Escolar debe votar para aprobar las pautas. La escuela actualizará periódicamente las Pautas de participación de los padres de su escuela para satisfacer las necesidades cambiantes de los padres y de la escuela en
 - Reuniones del SSC y ELAC, generalmente de 4 a 6 veces por año (más frecuentemente si es necesario).
 - Reuniones informativas para padres
 4. Riley convocará una reunión pública anual de Título 1 para informar a los padres de lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos del Título 1 en esta escuela y el derecho de los padres a participar
 - Reuniones ofrecidas en diferentes momentos del día.
 - Notificaciones/folletos enviados a casa en un idioma que los padres comprendan.
 - Anuncio realizado en el sistema de mensajería escolar.
 - Se puede proporcionar cuidado infantil.
 5. Riley proporcionará información actualizada a los padres sobre los programas de Título I durante todo el año escolar de las siguientes maneras:
 - Sección de Newsletter
 - En la oficina principal
 - En las reuniones del SSC, ELAC y otras reuniones de padres, por ejemplo, la Asociación de Padres y Maestros (PTA)
 6. Riley proporcionará a los padres una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y

los niveles de competencia que se espera que alcancen los estudiantes. Riley también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos a través de:

- Talleres para padres
 - Encuestas para padres
 - En boletines escolares
 - Casa abierta
 - Reuniones del SSC y ELAC
 - Asociación de padres y maestros (PTA)
7. Riley coordinará e integrará programas y actividades de participación de los padres con Head Start, Early Reading First, preescolares públicos y otros programas que alientan y apoyan a los padres a participar más plenamente en la educación temprana de sus hijos mediante:
- Coordinación de Kínder de Transición
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. Riley presentará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes:
- En las reuniones del Consejo Escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. Riley desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres, con el fin de garantizar una participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades descritas específicamente abajo:
- Capacitaciones del distrito ofrecidas para padres y personal
 - Talleres de Educación para Padres
 - Conferencias de padres y profesores
 - Calendarios mensuales de talleres para padres publicados en el sitio web del distrito
 - DCAC, DELAC y otros foros/reuniones de padres del distrito
 - Recursos del sitio web del distrito: haga clic en “P” para participación de los padres
2. Riley incorporará el Pacto Hogar-Escuela como un componente de las Pautas de participación de los padres de Riley.
- Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico.
 - Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC.
 - El Consejo Escolar debe votar para aprobar el Convenio
 - Distribuido y discutido durante las conferencias de padres y maestros de otoño.
3. Riley Con la ayuda de su distrito, brindará asistencia a los padres de niños atendidos por la escuela para comprender temas como los siguientes:
- Evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
 - Evaluaciones del LBUSD

4. Riley con la ayuda de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos. Estos materiales y capacitaciones pueden incluir capacitación en alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres. Los temas serán determinados por:
 - Encuesta para padres
5. Riley educará, con la ayuda de su distrito y de los padres, a sus maestros y demás personal, sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales, sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo implementar y coordinar programas para padres y construir vínculos entre los padres y la escuela al:
 - Reuniones de maestros/personal
6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas, reuniones y otras actividades para padres se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo opciones alternativas. formatos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:
 - Personal bilingüe calificado o en el Unidad de Traducción EEP
 - estará haciendo las traducciones de los materiales escritos/notificaciones que se envían a los padres.

PARTE IV.

COMPONENTES DE LAS PAUTAS DE PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA DISCRECIONAL

NOTA: El padre de Riley Las Pautas de Participación Mental pueden incluir párrafos adicionales que enumeran y describen otras actividades discrecionales que la escuela, en consulta con sus padres, elija realizar para desarrollar la capacidad de los padres para participar en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales enumeradas en sección 1118(e) de la ESEA:

- Involucrar a los padres en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación.
- Proporcionar la capacitación necesaria en alfabetización para los padres con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación.
- Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado infantil, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela.
- Capacitar a los padres para mejorar la participación de otros padres;
- Para maximizar la participación y participación de los padres en la educación de sus hijos, organizar reuniones escolares en una variedad de horarios o realizar conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños participantes, con padres que no pueden asistir a esas conferencias. en la escuela
- Adoptar e implementar enfoques modelo para mejorar la participación de los padres
- Establecer un consejo asesor de padres de todo el distrito (DCAC) para brindar asesoramiento sobre todos los asuntos relacionados con la crianza de los hijos. Participación total en los programas del Título I, Parte A.

- Desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres; y proporcionar otro apoyo razonable para las actividades de participación de los padres según la sección 1118, según lo soliciten los padres.

PARTE V.
ADOPCIÓN

Este Riley Las Pautas de participación de los padres han sido desarrolladas conjuntamente y acordadas por los padres de niños que participan en los programas del Título I, Parte A. Las Pautas de participación de los padres fueron adoptadas por el Consejo Escolar **2 de Octubre de 2024** y tendrá vigencia por el período de 1 año. La escuela distribuirá las Pautas a todos los padres cuando sea posible. Las escuelas proporcionarán una copia de estas Pautas a los padres en un idioma que los padres puedan entender.

(Firma archivada en la Oficina de la Escuela) _____
Jennie Salazar, Directora

2 de Octubre de 2024
Fecha