

2025-26 School Plan for Student Achievement

Old River Elementary School

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



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The following items are included and/or on file with the District:
(Check all that apply)

- SPSA Annual Evaluation
- Recommendations and Assurances SSC
- Data Reports
- X Budgets
- Title I Schools
- Parent and Family Engagement Policy (Title I)
- School Compact (Title I)

FOR DISTRICT OFFICE USE	
Item/Action Reviewed	Date
Schoolsite Council Approval Date	
Board of Trustees Approval Date	

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Purpose and Description

Select Title I Program:

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), or Comprehensive Support and Improvement (CSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

School teams reviewed all attendance data sources and discussed potential reasons for the rate drop within the Two or More races subgroup in the 21-22 school year. Additionally, the Family-School Relationship Survey was reviewed to identify the connectedness of the different subgroups, specifically focusing on Two or More Races. Strategies to strengthen our current systems were identified and prioritized. A select number of new strategies were also identified. We will begin by creating a team to lead and systematize the attendance work schoolwide and create a plan for schoolwide attendance actions to improve schoolwide attendance and chronic absenteeism specifically focusing on Two or More races. Identify individual students who are chronically absent and ensure their needs are met using all available resources. Monitor what is happening overall for all students and student sub-groups focusing specifically on Two or More, EL, and students with disabilities. Additionally, create and implement opportunities for certificated and classified staff to build relationships with students while creating and implementing opportunities for students to build relationships with each other. Next, we will increase intentional and engaging communication with families and the community on the importance of attendance and chronic absenteeism. This will include the principal speaking at Back to School Night, information in the family newsletter, and information provided at SSC and ELAC meetings. Finally, we will facilitate attendance SSTs when a student's attendance nears severely chronic based on information with a focus on students in Two or More, EL, and students with disabilities and grades TK-3

The state has identified the school for:

School Vision and Mission

Old River Elementary School's mission is to empower well rounded, confident, and responsible individuals who embrace learning and aspire to achieve their full potential. Our Vision is to create successful lifelong learners.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

A comprehensive needs assessment was conducted to identify growth in goals and gaps that still exist by multiple teams at Old River Elementary School. The Instructional Leadership Team (ILT), School Site Council, PBIS team, school administration, English Learner Advisory Committee, and each grade level reviewed multiple data sources. Some examples of this data, include district and state-level academic data, the SWIFT Fidelity Integrity Assessment (SWIFT-FIA), ELAC Needs Assessment Survey, and Tiered Fidelity Indicator (TFI) to chart observations and gaps. The ILT, at the 2/6/2024 meeting, reviewed multiple forms of district and state assessment data identifying a

downward trend in math scores with the number of students not meeting standard increasing over time by 1%. Similarly, in English Language Arts, the percentage of students not meeting standard increased by 3%. Grade-level teams found Old River to be "Implementing" on SWIFT FIA sections 3.1 and 3.2 which identifies success in providing Academic Support and Academic Instruction. Data reviewed for this goal included the following: SWIFT FIA, STAR Reading data schoolwide and by subgroup, and feedback from the ILT, SSC, and Staff.

Resource Inequities

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

Not applicable. The school has not been identified as ATSI or CSI.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.60%	0.69%	0.73%	5	6	6
African American	8.58%	6.92%	5.93%	72	60	49
Asian	10.01%	8.77%	9.93%	84	76	82
Filipino	0.36%	0.58%	0.36%	3	5	3
Hispanic/Latino	52.44%	55.48%	55.69%	440	481	460
Pacific Islander	0.12%	0.12%	0.24%	1	1	2
White	21.45%	20.53%	19.61%	180	178	162
Multiple/No Response	4.05%	3%	2.91%	34	26	24
Total Enrollment				839	867	826

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	116	153	113
Grade 1	111	102	100
Grade 2	103	111	95
Grade 3	136	114	113
Grade 4	110	124	107
Grade 5	124	129	125
Grade 6	139	134	124
Total Enrollment	839	867	826

Conclusions based on this data:

1. Total student population is increasing.
2. Hispanic population is increasing while every other population has decreased.
3. Kindergarten has increased the most.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	77	75	70	8.7%	8.7%	8.5%
Fluent English Proficient (FEP)	46	36	40	4.2%	4.2%	4.8%
Reclassified Fluent English Proficient (RFEP)	30	26	31	25.7%	25.7%	30.7%

Conclusions based on this data:

1. EL enrollment has decreased.
2. Fewer students reclassified from 21/22 to 22/23

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	131	112	113	131	111	111	131	111	111	100.0	99.1	98.2
Grade 4	110	117	106	109	117	104	109	117	104	99.1	100.0	98.1
Grade 5	123	126	123	121	123	123	121	123	123	98.4	97.6	100
Grade 6	139	126	118	137	126	117	137	126	117	98.6	100.0	99.2
All Grades	503	481	460	498	477	455	498	477	455	99.0	99.2	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2424.	2436.	2420.	26.72	28.83	20.72	21.37	25.23	24.32	27.48	21.62	26.13	24.43	24.32	28.83
Grade 4	2490.	2471.	2478.	33.94	31.62	32.69	27.52	19.66	20.19	20.18	19.66	19.23	18.35	29.06	27.88
Grade 5	2500.	2521.	2519.	21.49	28.46	26.83	28.93	33.33	32.52	21.49	21.14	17.89	28.10	17.07	22.76
Grade 6	2539.	2507.	2554.	21.17	10.32	23.08	32.85	28.57	41.03	23.36	29.37	23.93	22.63	31.75	11.97
All Grades	N/A	N/A	N/A	25.50	24.53	25.71	27.71	26.83	29.89	23.29	23.06	21.76	23.49	25.58	22.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.19	23.42	12.61	56.49	59.46	61.26	18.32	17.12	26.13
Grade 4	25.69	17.09	22.12	61.47	64.10	66.35	12.84	18.80	11.54
Grade 5	15.70	24.39	27.64	64.46	60.98	56.10	19.83	14.63	16.26
Grade 6	21.90	13.49	23.08	55.47	54.76	63.25	22.63	31.75	13.68
All Grades	22.09	19.50	21.54	59.24	59.75	61.54	18.67	20.75	16.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.03	21.62	17.12	56.49	54.05	62.16	27.48	24.32	20.72
Grade 4	19.27	19.66	20.19	63.30	62.39	57.69	17.43	17.95	22.12
Grade 5	22.50	27.64	24.39	55.00	54.47	55.28	22.50	17.89	20.33
Grade 6	20.44	12.70	22.22	56.20	58.73	59.83	23.36	28.57	17.95
All Grades	19.52	20.34	21.10	57.55	57.44	58.68	22.94	22.22	20.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.16	13.51	9.91	78.63	73.87	72.07	12.21	12.61	18.02
Grade 4	11.93	13.68	14.42	77.06	68.38	73.08	11.01	17.95	12.50
Grade 5	11.57	12.20	10.57	73.55	76.42	76.42	14.88	11.38	13.01
Grade 6	16.06	10.32	19.66	75.91	74.60	68.38	8.03	15.08	11.97
All Grades	12.25	12.37	13.63	76.31	73.38	72.53	11.45	14.26	13.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.56	19.82	17.12	59.54	63.96	63.06	22.90	16.22	19.82
Grade 4	17.43	17.95	16.35	71.56	63.25	72.12	11.01	18.80	11.54
Grade 5	19.01	21.95	22.76	64.46	65.85	62.60	16.53	12.20	14.63
Grade 6	21.17	11.90	28.21	67.88	66.67	62.39	10.95	21.43	9.40
All Grades	18.88	17.82	21.32	65.66	64.99	64.84	15.46	17.19	13.85

Conclusions based on this data:

1. Students struggling the most in writing and listening.
2. Students are finding the most success in reading.
3. 6th grade At or Above dropped in writing, research/inquiry,

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	131	112	113	129	111	112	129	111	112	98.5	99.1	99.1
Grade 4	111	117	106	108	117	105	107	117	105	97.3	100.0	99.1
Grade 5	124	126	123	122	123	123	121	123	123	98.4	97.6	100
Grade 6	140	126	118	136	126	116	136	126	116	97.1	100.0	98.3
All Grades	506	481	460	495	477	456	493	477	456	97.8	99.2	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2423.	2425.	2424.	18.60	15.32	13.39	27.13	33.33	32.14	27.91	24.32	28.57	26.36	27.03	25.89
Grade 4	2480.	2471.	2474.	15.89	13.68	16.19	37.38	30.77	29.52	29.91	36.75	37.14	16.82	18.80	17.14
Grade 5	2500.	2511.	2506.	23.14	23.58	21.95	14.88	23.58	23.58	35.54	29.27	22.76	26.45	23.58	31.71
Grade 6	2506.	2483.	2535.	14.71	12.70	22.41	16.91	8.73	25.86	32.35	33.33	25.86	36.03	45.24	25.86
All Grades	N/A	N/A	N/A	18.05	16.35	18.64	23.53	23.69	27.63	31.44	31.03	28.29	26.98	28.93	25.44

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.50	18.02	13.39	55.81	55.86	52.68	28.68	26.13	33.93
Grade 4	18.69	13.68	17.14	57.94	58.97	56.19	23.36	27.35	26.67
Grade 5	11.57	17.89	18.70	60.33	61.79	52.03	28.10	20.33	29.27
Grade 6	11.76	7.94	17.24	49.26	46.03	56.03	38.97	46.03	26.72
All Grades	14.20	14.26	16.67	55.58	55.56	54.17	30.22	30.19	29.17

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.03	18.92	16.96	57.36	63.96	72.32	18.60	17.12	10.71
Grade 4	22.43	21.37	21.90	58.88	59.83	61.90	18.69	18.80	16.19
Grade 5	10.74	12.20	14.63	58.68	73.98	64.23	30.58	13.82	21.14
Grade 6	12.50	11.11	14.66	66.18	58.73	68.97	21.32	30.16	16.38
All Grades	17.24	15.72	16.89	60.45	64.15	66.89	22.31	20.13	16.23

Conclusions based on this data:

1. There seems to be a correlation between age and lower scores in many cases.
2. Students struggle the most in problem Solving & Modeling/Data Analysis. Using appropriate tools and strategies to solve real world and mathematical problems
3. 6th grade's scores dropped in Problem Solving & Modeling/Data Analysis, Concepts & Procedures, and their overall score.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1469.5	*	*	1462.8	*	*	1485.4	*	4	12	9
1	*	*	*	*	*	*	*	*	*	10	5	7
2	*	*	*	*	*	*	*	*	*	7	9	6
3	1527.4	1518.2	*	1546.2	1521.5	*	1508.2	1514.2	*	13	13	9
4	*	*	*	*	*	*	*	*	*	7	7	9
5	*	*	*	*	*	*	*	*	*	9	4	7
6	1535.8	*		1534.5	*		1536.5	*		12	9	
All Grades										62	59	47

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	41.67	*	*	33.33	*	*	25.00	*	*	0.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	46.15	38.46	*	30.77	53.85	*	23.08	0.00	*	0.00	7.69	*	13	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	8.33	*		75.00	*		16.67	*		0.00	*		12	*	
All Grades	22.58	35.59	27.66	53.23	44.07	46.81	22.58	16.95	17.02	1.61	3.39	8.51	62	59	47

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	25.00	*	*	50.00	*	*	25.00	*	*	0.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	61.54	53.85	*	30.77	38.46	*	7.69	0.00	*	0.00	7.69	*	13	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	41.67	*		50.00	*		8.33	*		0.00	*		12	*	
All Grades	48.39	49.15	44.68	40.32	37.29	34.04	9.68	10.17	14.89	1.61	3.39	6.38	62	59	47

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	25.00	*	*	41.67	*	*	25.00	*	*	8.33	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	7.69	15.38	*	46.15	38.46	*	38.46	38.46	*	7.69	7.69	*	13	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	0.00	*		41.67	*		50.00	*		8.33	*		12	*	
All Grades	8.06	16.95	17.02	41.94	42.37	44.68	41.94	32.20	23.40	8.06	8.47	14.89	62	59	47

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	25.00	*	*	75.00	*	*	0.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	69.23	46.15	*	30.77	46.15	*	0.00	7.69	*	13	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	25.00	*		75.00	*		0.00	*		12	*	
All Grades	38.71	25.42	38.30	59.68	71.19	59.57	1.61	3.39	2.13	62	59	47

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	50.00	*	*	50.00	*	*	0.00	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	76.92	61.54	*	23.08	30.77	*	0.00	7.69	*	13	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	75.00	*		25.00	*		0.00	*		12	*	
All Grades	64.52	62.71	45.65	32.26	32.20	47.83	3.23	5.08	6.52	62	59	46

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	7.69	7.69	*	61.54	84.62	*	30.77	7.69	*	13	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	0.00	*		58.33	*		41.67	*		12	*	
All Grades	8.06	15.25	14.89	67.74	71.19	63.83	24.19	13.56	21.28	62	59	47

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	58.33	*	*	33.33	*	*	8.33	*	*	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	23.08	38.46	*	76.92	53.85	*	0.00	7.69	*	13	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	25.00	*		75.00	*		0.00	*		12	*	
All Grades	25.81	42.37	23.40	74.19	50.85	68.09	0.00	6.78	8.51	62	59	47

Conclusions based on this data:

1. Total number of ELs tested has decreased over the last three years.

2. Each Domain reflects students improving or moving up levels.
3. The highest percentage of students meeting Level 4 are in Speaking and the lowest percentage are in Reading

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
826	73.1%	8.5%	1%
Total Number of Students enrolled in Old River Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	70	8.5%
Foster Youth	8	1%
Homeless	0	0.0%
Socioeconomically Disadvantaged	604	73.1%
Students with Disabilities	114	13.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	49	5.9%
American Indian	6	0.7%
Asian	82	9.9%
Filipino	3	0.4%
Hispanic	460	55.7%
Two or More Races	24	2.9%
Pacific Islander	2	0.2%
White	162	19.6%

Conclusions based on this data:

1. Our total number of students identified as SED has increased over time.

2. The largest student groups are Hispanic, White, and Asian in that order.

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Green

English Learner Progress



Orange

Conclusions based on this data:

1. English Language Learner progress is at the highest level.
2. Math and suspension are at the lowest level.

School and Student Performance Data

Academic Performance English Language Arts

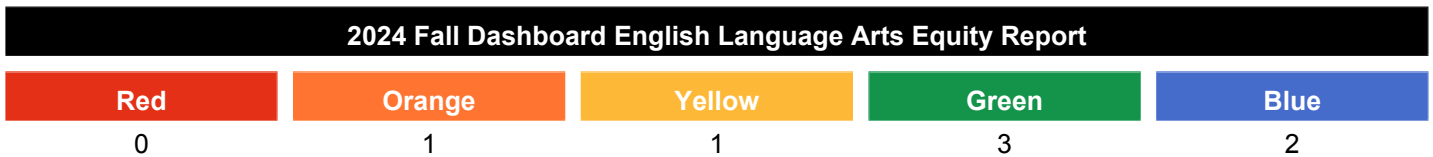
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>11.0 points above standard</p> <p>Increased 8.8 points</p> <p>444 Students</p>	<p>English Learners</p> <p>Blue</p> <p>26.6 points above standard</p> <p>Increased 18.7 points</p> <p>51 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.2 points below standard</p> <p>Increased 6.1 points</p> <p>329 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>54.6 points below standard</p> <p>Increased 7.8 points</p> <p>67 Students</p>	<p>African American</p>  <p>Orange</p> <p>26.2 points below standard</p> <p>Declined 10.7 points</p> <p>30 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Asian</p>  <p>Blue</p> <p>62.8 points above standard</p> <p>Maintained 2.2 points</p> <p>49 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Green</p> <p>1.0 points above standard</p> <p>Increased 11.5 points</p> <p>245 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>50.9 points above standard</p> <p>Increased 29.3 points</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>15.4 points above standard</p> <p>Increased 11.0 points</p> <p>84 Students</p>

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

2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

<p>Current English Learner</p> <p>35.4 points below standard</p> <p>Increased 6.1 points</p> <p>22 Students</p>	<p>Reclassified English Learners</p> <p>73.7 points above standard</p> <p>Increased 14.5 points</p> <p>29 Students</p>	<p>English Only</p> <p>7.4 points above standard</p> <p>Increased 6.8 points</p> <p>379 Students</p>
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Conclusions based on this data:

1. African American students are the farthest below standard.
2. Students identified as Reclassified EL outperformed English Only students.
3. Our EL students outperformed all other subgroups.

School and Student Performance Data

Academic Performance Mathematics

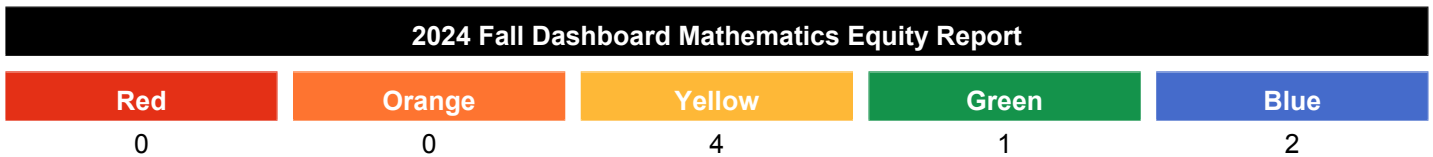
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>12.9 points below standard</p> <p>Increased 12.2 points</p> <p>444 Students</p>	<p>English Learners</p> <p>Green</p> <p>12.2 points below standard</p> <p>Increased 4.9 points</p> <p>53 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>26.3 points below standard</p> <p>Increased 9.0 points</p> <p>328 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>63.5 points below standard</p> <p>Increased 11.4 points</p> <p>66 Students</p>	<p>African American</p>  <p>Yellow</p> <p>37.7 points below standard</p> <p>Increased 10.2 points</p> <p>30 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Asian</p>  <p>Blue</p> <p>36.5 points above standard</p> <p>Increased 4.2 points</p> <p>48 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>28.7 points below standard</p> <p>Increased 9.8 points</p> <p>246 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>18.2 points above standard</p> <p>Increased 21.3 points</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>7.8 points above standard</p> <p>Increased 24.2 points</p> <p>84 Students</p>

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

2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>49.3 points below standard</p> <p>Increased 22.3 points</p> <p>24 Students</p>	<p>18.4 points above standard</p> <p>Declined 20.9 points</p> <p>29 Students</p>	<p>14.2 points below standard</p> <p>Increased 12.3 points</p> <p>377 Students</p>

Conclusions based on this data:

1. Students in SED performed the lowest on state testing in math.
2. Students identifying as Hispanic performed the lowest in state testing of all races/ethnicities.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 47.2% making progress. Number Students: 36 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.9%	27.8%	8.3%	36.1%

Conclusions based on this data:

1. Old River is making an impact and moving students at least one ELPI level.
2. We must look at the reasons 8.7% of our students decreased a level.

School and Student Performance Data

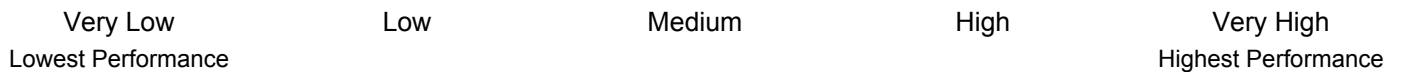
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

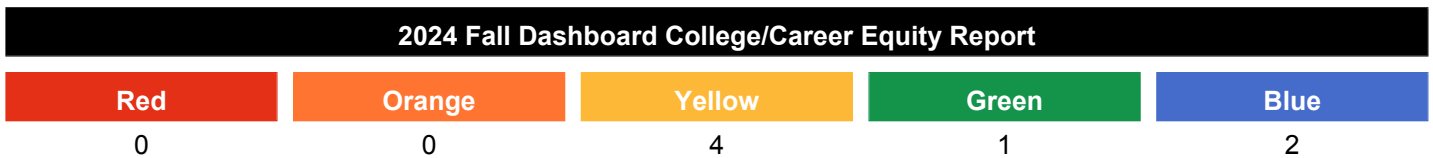
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable to elementary schools

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Orange 24.5% Chronically Absent Declined 2.7 869 Students	<p>English Learners</p>  Orange 25% Chronically Absent Declined 2.1 76 Students	<p>Long-Term English Learners</p>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<p>Foster Youth</p>  No Performance Color 20% Chronically Absent 0 15 Students	<p>Homeless</p>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 27.5% Chronically Absent Declined 4.2 654 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>28.3% Chronically Absent</p> <p>Declined 6.9</p> <p>138 Students</p>	<p>African American</p>  <p>Orange</p> <p>17.9% Chronically Absent</p> <p>Increased 9.8</p> <p>56 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>Yellow</p> <p>14.1% Chronically Absent</p> <p>Declined 3.8</p> <p>85 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>27.5% Chronically Absent</p> <p>Declined 3.4</p> <p>487 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>29.2% Chronically Absent</p> <p>Declined 3.6</p> <p>65 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Yellow</p> <p>22.4% Chronically Absent</p> <p>Declined 3.3</p> <p>165 Students</p>

Conclusions based on this data:

1. While the EL are performing at "blue" academically, their attendance is "red."
2. The African American students have the highest chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

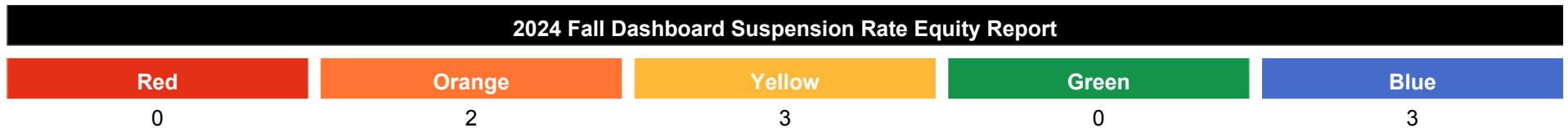
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<p>Yellow</p> <p>1.4% suspended at least one day</p> <p>Maintained 0.1%</p> <p>901 Students</p>	<p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.1%</p> <p>80 Students</p>	<p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>

Foster Youth



No Performance Color

5.3% suspended at least one day

Increased 5.3%

19 Students


Homeless


No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Socioeconomically Disadvantaged



Yellow

1.6% suspended at least one day

Maintained 0.1%

678 Students

Students with Disabilities



Orange

1.4% suspended at least one day

Increased 0.7%

141 Students

African American



Yellow

3.2% suspended at least one day

Declined 1.3%

62 Students


American Indian


No Performance Color

Fewer than 11 students - data not displayed for privacy

6 Students

Asian



Blue

0% suspended at least one day

Declined 1.3%

90 Students


Filipino


No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Hispanic



Yellow

1.6% suspended at least one day

Maintained 0%

499 Students

Two or More Races



Blue

0% suspended at least one day

Maintained 0%

68 Students


Pacific Islander


No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

White


Orange

1.8% suspended at least one day

Increased 0.7%

171 Students

Conclusions based on this data:

1. Continue to look at alternatives to suspension
2. Review reasons for suspensions and identify
3. Our least suspended group is students with disabilities and the least suspended ethnicity is two or more races while the most suspended group is socioeconomically disadvantaged and African American.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1A English Language Arts/Literacy/ELD

By May 2026, Old River will increase 10 points on the ELA portion of the CA Dashboard for all students.

By May 2026, 55% of EL students will be “making progress towards English language proficiency” on the English Learner Progress Indication (ELPI) portion of the CA Dashboard.

By May 2026, Old River will increase 5 points on the ELA portion of the CA Dashboard for African American students.

By May 2026, Old River will increase to 60% of students scoring proficient on STAR Reading.

By June 2026, all students will increase 10 points on the ELA portion of the CA Dashboard, 55% of EL students will be “making progress towards English language proficiency” on the English Learner Progress Indication (ELPI) portion of the CA Dashboard, African American students will increase 5 points on the ELA portion of the CA Dashboard, and 60% of students will score proficient on STAR Reading.

Goal 1A will be monitored using STAR Reading data from the STAR Screening Report three times a year. Teachers, leadership, SSC and ELAC will analyze data to identify the percentage of students designated as “proficient.” If goals are not being met, Teachers identify modified whole/small group strategies and target “At-Risk” students, monitoring with phonics and fluency screeners every 3 weeks for grade K-2. Students not making growth are recommended for Tier 2 support. Students in grade 3-6 not making growth on STAR reading will also be recommended for Tier 2 support. Leadership recommends changes to schoolwide reading structures and shares successful strategies between grade levels. ELAC makes recommendations for schoolwide action, strategies and parent support for English Learners. The SSC recommends and approves schoolwide actions, strategies and funding based on identified needs.

Comprehensive Needs Assessment

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

Throughout the year, the admin team shares SPSA updates with the School Site Council and Old River’s Instructional Leadership Team and asks for feedback regarding the plan and programs, which is also incorporated within the formal Comprehensive Needs Assessment.

Data reviewed for this goal included the following: SWIFT-FIA 3.1-3.3, CAASPP Met/Exceeded, California dashboard data, STAR Reading, Interim Assessment Blocks (IABs) in Reading, English Learner Reclassification data, and Staff/Student surveys. STAR Reading assessments were given three times throughout the year. The IABs were given three times throughout the year as district benchmarks. EL Reclassification data identified the number of students reclassifying to Fluent English Proficient. The staff survey was completed in February. Schoolwide responses were aggregated and shared with the ILT team to review and discuss. These sources will help identify strengths and gaps in our program.

Old River’s Comprehensive Needs Assessment began in January with data collection. Meetings were scheduled during February and March 2025 to review the data. During these meetings, the ILT discussed the overall implementation of each goal/strategy area as well as the implementation of the current year’s plan. Various data sources are shared with the ILT. Strategies to strengthen our current systems were identified.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

According to the SWIFT FIA Rubric 3.1, staff ranked Old River School at Installing, indicating a gap in schoolwide systems to promote academic success for all students in both reading and math. Teams report that there is not additional and intensified support for reading and math that are matched by the type and intensity to student need. This indicates a need to ensure that both subjects are being differentiated so students are receiving instruction tailored to their needs. According to 2023-2024 ELA CAASPP results, 55.34% of students “Met” or Exceeded” Standard. CAASPP data is showing a decline in ELA so continued emphasis on Tier 1 instruction needs to remain a priority. On the Informational Interim Assessment Block (IABs), 44% of students scored Near Standard and 39% scored Above Standard. On the Literary Interim Assessment Block (IABs), 47% of students scored Near Standard and 29% scored Above Standard. The California Dashboard indicator for ELA is green. Our STAR Reading data is showing growth. Students scored at 51% proficient at the beginning of the year and 54% proficient in the winter, growing by 3%. The literacy data indicates a continued need to refine our Tier 1 core and support of classroom teachers. Our site needs to continue to refine literacy differentiation in all classes. In addition, we need to continue to focus on our designated ELD. EL Reclassification indicated that 22.4% of our 46 EL students reclassified as Fluent English Proficient. We will continue to refine our program and provide targeted literacy support for EL students.

Annual Measurable Outcomes

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

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA: Overall	In 23/24, all students were 11 points above standard	By May 2025, Old River will increase 10 points on the ELA portion of the CA Dashboard for all students.
EL Reclassification Rate	23/24 Reclassification rate: 22.4%	By May 2025, 28% of students will redesignate as RFEP. Reclassify 90% of 5th grade students by the 6th grade if have been an OR for 3 or more years.
CAASPP ELA: Subgroups (EL students and African American)	In 23/24, EL Students were 26.6 points above standard In 23/24, 47.2% of EL Students made progress towards English language proficiency In 23/24, EL Students increased 18.7 points on the English Language Progress Indicator (ELPI) In 23/24, African American students were 26.2 points below standard	By May 2025, EL students will increase to 55% “making progress towards English language proficiency” on the English Learner Progress Indicator (ELPI) portion of the dashboard. By May 2025, Old River will increase 5 points on the ELA portion of the CA Dashboard for African American students.
STAR Reading (State Benchmark): Overall	In 23/24, Old River students scored 54% “Above” or “At” on STAR Reading	BOY: The percentage of students scoring “Above” or “At” Benchmark will increase 2% MOY: The percentage of students scoring “Above” or “At” Benchmark will increase 2% EOY: The percentage of students scoring “Above” or “At” Benchmark will increase 2%
STAR Reading (State Benchmark): EL Students	In 23/24, Old River EL students scored 32% “Above” or “At” on STAR Reading	BOY: The percentage of students scoring “Above” or “At” Benchmark will increase 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		MOY: The percentage of students scoring “Above” or “At” Benchmark will increase 2% EOY: The percentage of students scoring “Above” or “At” Benchmark will increase 2%
STAR Reading (State Benchmark): African Americans	In 23/24, African American students scored 31% “Above” or “At” on STAR Reading	BOY: The percentage of students scoring “Above” or “At” Benchmark will increase 2% MOY: The percentage of students scoring “Above” or “At” Benchmark will increase 2% EOY: The percentage of students scoring “Above” or “At” Benchmark will increase 2%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

During the first staff meeting of the school year, expectations will be shared that were created in conjunction with the Instructional Leadership Team (ILT). These expectations include the walkthrough look fors, PLC Agenda, district adopted curriculum, and how these items relate to strong Tier 1 instruction.

School focus areas are: Differentiated small group, Guided Reading, Academic Conversations, Thinking Map, use of academic vocabulary, and Collaborative Structures

The Admin Team will monitor instruction through walkthrough data, discussed monthly, to see school wide trends, determine the next walkthrough focus, and identify next steps including professional development and/or coaching.

ILT meetings will be held monthly to provide feedback to the Admin team and for the Admin team to provide expectations, clarity for PLCs, review STAR results, and review walk through data. ILT members help monitor goals and provide feedback on the SPSA. During PLCs, Old River teachers will use the District Curriculum Maps, District Curriculum, and resources from professional development with Impact Teams to determine focus ELA standards and deconstruct standards to create unit success criteria to empower all learners to be able to answer “What do I expect to learn” “How will I know I am learning” “How will I adjust my learning” “What will I do if I already know”

Grade levels will implement DIGS to address literacy gaps in their classrooms. Teachers will use their progress monitoring data from Freckle and their DIGS groups to guide their instruction to remediate gaps. Teachers will use Freckle for differentiation lessons including enrichment.

Grade levels will use the Evidence-Analysis-Action (EAA) model to identify classroom trends and student misconceptions to plan instruction next steps with a focus on student feedback.

CFAs in ELA will be administered in between benchmarks to monitor the progress of students on priority standards.

Data Cycles and Data Chats will take place during PLCs as well as Grade Level Planning days throughout the school year.

The Admin Team will meet weekly to monitor SPSA goals and review PLC agendas.

Staff meetings will include pieces of professional development around SPSA goals.

To strengthen the core and differentiate small group instruction, teachers will utilize Benchmark Advance, guided reading strategies, 95%, Fountas and Pinnell leveled readers, UFLI, Heggerty Phonemic Awareness (K-1), and our scholastic book room. These resources provide specific skills and understandings required at each level for students to be successful readers. Students will be expected to master the skills and strategies taught in order to read and understand the text effectively. Teachers will be expected to differentiate for all students including enrichment for students that are already mastering grade level.

Proposed Expenditures for this Strategy/Activity

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

0	LCFF- District 5800-00: Consultants/Professional Services	ELS: Staff participates in ELS to develop a deeper understanding	August 2025
11,500	LCFF- Base 5800-89: Software	Freckle by Renaissance	August 2025

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Students

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

During staff meetings, ELD expectations will be shared with the staff. These expectations will include walkthrough look fors, integrated ELD instruction, and designated ELD instruction.

Old River teachers will use the district-adopted curriculum in core instruction and dELD to support English learners.

During dELD, teacher will continue to use strategies they have learned in their professional development from Jill Hamilton-Bunch.

The Admin Team will monitor dELD instruction through walkthrough data to see schoolwide trends, determine the walkthrough focus, and identify next steps including professional development and/or coaching.

Grade levels will meet on Wednesday afternoons to conduct PLC meetings that will include SMARTIE goals that will monitor subgroups (as well as all students) each benchmark.

Proposed Expenditures for this Strategy/Activity

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

0	LCFF- Base	Continued PD for ELD	ongoing 2025-2026
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Tier Two is targeted instruction given to students who are one grade level below or more, or displaying a gap that needs to be filled to strengthen their reading skills. This system will include targeted instruction that is delivered within small groups as a pull out for identified students with aide support and the reteaching of missed concepts or gaps. We will use STAR reading and STAR CBM data to identify students that need to be screened for possible reading gaps. Students will be screened using 95%, PASI, and PSI. Once gaps are identified, students will be placed in groups with other students that have the same needs. Systematic instruction will be given, students will be assessed every three weeks, and groups will be monitored and fluid.

Proposed Expenditures for this Strategy/Activity

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

500	LCFF- Base 4300-00: Supplies & Materials	District print order for 95% materials	August 2025
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1B Mathematics

By May 2026, Old River will increase 10 points on the Math portion of the CA Dashboard for all students.

By May 2026, Old River will increase 5 points on the Math portion of the CA Dashboard for African American students.

By May 2026, Old River will increase 5 points on the Math portion of the CA Dashboard for English Learners.

By May of 2026, Old River will increase to 50% of students scoring proficient on STAR Math.

By June 2026, all students will increase 10 points on the Math portion of the CA Dashboard, African American students will increase 5 points on the Math portion of the CA Dashboard, English Learners will increase 5 points on the Math portion of the CA Dashboard, and 50% of students will score proficient on STAR math.

Goal 1B will be monitored using STAR Math data from the STAR summary, STAR growth, and STAR screening reports after administration following the district assessment calendar. Teachers, leadership, SSC, and ELAC will analyze data to identify the percentage of students designated as At or Above Proficient. If goals are not being met, teachers identify and modify whole/small groups strategies and target "At-Risk" students, monitoring with NextGen screeners at least every three weeks. Strategies for a Mathematical Thinking Classroom will be monitored through data collection by the administrative walkthroughs. Leadership recommends changes to schoolwide mathematical structures and shares successful strategies between the grade levels. ELAC makes recommendations for schoolwide action, strategies, and parent support for English Learners. The SSC recommends and approves schoolwide actions, strategies, and funding based on identified needs.

Comprehensive Needs Assessment

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

Throughout the year, the admin team shares SPSA updates with the School Site Council and Old River’s Instructional Leadership Team and asks for feedback regarding the plan and programs, which is also incorporated within the formal Comprehensive Needs Assessment.

SWIFT-FIA 3.1-3.3, CAASPP Met/Exceeded, California dashboard data, STAR Math, District Interim Assessment Blocks (IABs) in Math, English Learner Reclassification data, and Staff/Student surveys. STAR Math assessments were given three times throughout the year. The IABs were given three times throughout the year as district benchmarks. EL Reclassification data identified the number of students reclassifying to Fluent English Proficient. The staff survey was completed in February. Schoolwide responses were aggregated and shared with the ILT team to review and discuss. These sources will help identify strengths and gaps in our program. Old River’s Comprehensive Needs Assessment began in January with data collection. Meetings were scheduled during February and March 2025 to review the data. During these meetings, the ILT discussed the overall implementation of each goal/strategy area as well as the implementation of the current year’s plan. Various data sources are shared with the ILT. Strategies to strengthen our current systems were identified.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

According to the SWIFT FIA Rubric 3.1, staff ranked Old River School at Installing, indicating a gap in schoolwide systems to promote academic success for all students in both reading and math. Teams report that there is not additional and intensified support for reading and math that are matched by the type and intensity to student need. This indicates a need to ensure that both subjects are being differentiated so students are receiving instruction tailored to their needs. According to 2023-2024 CAASPP Math results, Old River increased 12.2 points on the CA Dashboard, with 46.27% of students who “Met” or “Exceeded” Standard. On the District Interim Assessment Blocks, 38.8% of students scored “Met/Exceeded” and 10.8% of students scored “Nearly Met” at the beginning of the year. On the District Interim Assessment Blocks, 44.6% of students scored “Met/Exceeded” and 5.3% of students scored “Nearly Met” at the middle of the year. This shows a growth of 5.8% for our “Met/Exceeded” and 5.3% for our “Nearly Met”. STAR Math data did not indicate significant growth. Students scored at 61% “Proficient” at the beginning of the year and 62% “Proficient” in winter, showing 1% growth. The data indicates a need to examine our Tier 1 practices.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math: Overall	In 23/24, all students were 12.9 points below standard.	By May 2025, Old River will increase 10 points on the Math portion of the CA Dashboard for all students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math: Subgroups (EL students and African American)	In 23/24, EL Students were 12.2 points below standard In 23/24, African American students were 37.7 points below standard	By May 2025, Old River will increase 5 points on the ELA portion of the CA Dashboard for African American students.
STAR Math (State Benchmark): Overall	In 23/24, Old River students scored 62% "Above" or "At" on STAR Math	BOY: The percentage of students scoring "Above" or "At" Benchmark will increase 2% MOY: The percentage of students scoring "Above" or "At" Benchmark will increase 2% EOY: The percentage of students scoring "Above" or "At" Benchmark will increase 2%
STAR Math (State Benchmark): African Americans	In 23/24, African American students scored 35% "Above" or "At" on STAR Math	BOY: The percentage of students scoring "Above" or "At" Benchmark will increase 2% MOY: The percentage of students scoring "Above" or "At" Benchmark will increase 2% EOY: The percentage of students scoring "Above" or "At" Benchmark will increase 2%
STAR Math (State Benchmark): EL Students	In 23/24, Old River EL students scored 43% "Above" or "At" on STAR Math	BOY: The percentage of students scoring "Above" or "At" Benchmark will increase 2% MOY: The percentage of students scoring "Above" or "At" Benchmark will increase 2% EOY: The percentage of students scoring "Above" or "At" Benchmark will increase 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

During the first staff meeting of the school year, expectations will be shared that were created in conjunction with the Instructional Leadership Team (ILT). These expectations include the walkthrough look fors, PLC Agenda, district adopted curriculum, and how these items relate to strong Tier 1 instruction.

School focus areas are: Differentiated small group, Mathematical Thinking Classroom, Academic Conversations, use of academic vocabulary, language, and Collaborative Structures

The Admin Team will monitor instruction through walkthrough data, discussed monthly, to see school wide trends, determine the next walkthrough focus, and identify next steps including professional development and/or coaching.

ILT meetings will be held monthly to provide feedback to the Admin team and for the Admin team to provide expectations, clarity for PLCs, review STAR results, and review walk through data. ILT members help monitor goals and provide feedback on the SPSA.

During PLCs, Old River teachers will use the District Curriculum Maps, District Curriculum, and resources from professional development with Impact Teams to determine focus Math standards and deconstruct standards to create unit success criteria to empower all learners to be able to answer “What do I expect to learn” “How will I know I am learning” “How will I adjust my learning” “What will I do if I already know”

Grade levels will implement DIGS to address Mathematical gaps in their classrooms. Teachers will use their progress monitoring data from their DIGS groups to guide their instruction to remediate gaps.

Grade levels will use the Evidence-Analysis-Action (EAA) model to identify classroom trends and student misconceptions to plan instruction next steps with a focus on student feedback.

CFAs in Math will be administered in between benchmarks to monitor the progress of students on priority standards.

A focus on the language being used during instruction and in small groups.

Data Chats will take place during PLCs as well as Grade Level Planning days throughout the school year. Through a mathematical thinking classroom, teachers will prepare students for college and career readiness by focusing on collaboration, inquiry, and reasoning.

The Admin Team will meet weekly to monitor SPSA goals and review PLC agendas.

Staff meetings will include pieces of professional development around SPSA goals.

All classrooms are using district adopted curriculum and NextGen for data driven instruction and are also ensuring academic discourse is happening for all students so they have the opportunity to explore and share their learning. A mathematical thinking classroom encourages applied thinking, problem-solving, and collaborative decision making. Teachers will create necessary conditions for thinking, questioning, and inquiry in the classroom.

Teachers will be expected to differentiate for all students including enrichment for students that are already mastering grade level.

Proposed Expenditures for this Strategy/Activity

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

1500	LCFF- Base 4300-00: Supplies & Materials	Instructional supplies and materials to support Tier 1 mathematics including but not limited to printing and wipebooks	Ongoing 2025- 2026
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

Old River teachers will use the district-adopted curriculum in core math instruction to support English Learners. During dELD, teachers will increase English Learner success with embedded language supports and appropriate scaffolds including building background knowledge, sentence frames, and explicitly taught conversation norms and protocols. All teachers will integrate English Language Development strategies during math lessons that are anchored in the ELD standards in order to provide students with ongoing opportunities to practice all language domains within Math. The admin team will monitor math instruction through walkthrough data to see schoolwide trends, determine the next ELD focus in math, and identify next steps including professional development and/or coaching. Grade levels will meet on Wednesday afternoons to conduct PLC meetings that will include SMARTIE goals that will monitor subgroups (as well as all students) each benchmark.

Proposed Expenditures for this Strategy/Activity

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

100	LCFF- Base 4300-00: Supplies & Materials	Supplies for professional development	Ongoing 2024-2025
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

As part of our multi-tiered system of support, we will provide differentiated mathematics support based on the student’s needs identified through various assessment measures. Students with learning gaps in math will be given additional small group instruction to target the identified learning gaps through DIGS.

The effectiveness of the DIGS mathematical support will be monitored by classroom teachers using Star Math, NextGen, CFAs, and progress monitoring data. Based on this data, students will be grouped for small group differentiated math instruction based on need.

Progress will be monitored and groups will be fluid. Teacher-led groups will focus on re-teaching math skills with appropriate scaffolds to remediate skill gaps.

Proposed Expenditures for this Strategy/Activity

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

1500	LCFF- Base 4300-00: Supplies & Materials	Instructional supplies to support Tier 2 mathematics instruction	Ongoing 2025- 2026
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 2 Comprehensive Educational Experience

By June 2026, increase the cumulative monthly schoolwide attendance by .75% to 94.12% and reduce the overall chronic absenteeism rate from 21.22% to 18% by implementing targeted interventions and supports for identified high-need student groups, including Students with Disabilities, SED, and Homeless students, with a focus on primary grades (TK–2) and 6th grade.

Progress will be monitored monthly through attendance data and student/family check-ins. Strategies will include increased mental health support, family outreach, and student engagement activities designed in partnership with diverse student and family voices to ensure equitable access and impact. This goal is inclusive by addressing barriers faced by historically underserved groups and equitable by providing differentiated support based on student needs.

Comprehensive Needs Assessment

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

The data reveals several areas in need of improvement, particularly related to attendance and student engagement. Cumulative Monthly Schoolwide Attendance improved by .45% to 93.37%; however, continues to be a concern. Chronic absenteeism remains a significant challenge, with an overall rate of 21.22% for the 2024–25 school year despite a 3.88% decline. Specific student groups show particularly concerning rates, such as students identified as Two or More Races at 29.2%, Students with Disabilities at 28.3%, and English Learners at 25%, all of which are marked in the Orange performance level on the California Dashboard. While no student groups are in the Red, the absence of any in the Green or Blue indicates that consistent, high attendance is a school-wide concern. Primary grades—especially TK, 1st, and 2nd—show the highest chronic absenteeism, even as Kindergarten, which has the lowest chronic rate, shows increased numbers of students who are nearly or trending toward chronic absenteeism.

KiDs data indicated subgroups with particularly high chronic absenteeism include Homeless students at 78%, a substantial outlier despite the small group size, and students identified as SED (24%) and Students with Disabilities (25%), with larger numbers of affected students. Additionally, Foster Youth (25%) and students designated as Decline to State (33%) are also significantly impacted. While cumulative attendance shows yearly improvement, and the 2024–25 school year started stronger, the more significant monthly decline during this year suggests sustainability of improvement is an issue.

The Student Connectedness Survey results indicate some positive shifts from spring to fall with a 4% increase in students feeling noticed when absent and a 3% improvement in sense of belonging. However, the ongoing trend of declining responses from fall to spring suggests challenges in maintaining that connection throughout the year. Fifth and sixth graders report the lowest levels of connectedness, which may be contributing to higher absence rates. The 6th grade also reports the highest rate of students feeling sad or hopeless, aligning with student-reported reasons for absence such as illness (44%), lack of sleep (9%), emotional distress (7%), and safety concerns (5%). Other reasons reported at vacation (16%).

Family survey results highlight additional barriers, with family emergencies (35%), physical or mental health issues (28%), and work schedule conflicts (24%) being the top reasons parents report for their child's absences. These responses suggest that absenteeism is influenced by a combination of personal, emotional, and logistical factors, requiring a comprehensive and responsive approach to improve overall attendance and student well-being.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

The greatest need is addressing schoolwide attendance and chronic absenteeism through a multi-tiered system of support that targets both student and family-level barriers, with a strong focus on student connectedness and subgroup disparities.

While there have been modest improvements, the consistently high rates of chronic absenteeism—particularly among vulnerable subgroups such as Students with Disabilities, SED, Homeless, and Foster Youth as well as the lower grade levels—indicate that current efforts are not sufficiently meeting the needs of these students. The emotional and logistical reasons for absences, such as feeling sad or hopeless, safety concerns, lack of sleep, and family emergencies, further emphasize the need for increased mental health support, family outreach, and more proactive engagement strategies.

Additionally, the declining sense of connectedness from fall to spring and especially low connectedness in 5th and 6th grades point to a need for sustained, year-round efforts to strengthen relationships between students and adults on campus. Building stronger school-home partnerships, improving adult-student relationships, and addressing the socio-emotional needs of students would be critical components in reducing chronic absenteeism and supporting consistent school attendance.

Old River Elementary School is committed to establishing a supportive environment conducive to improved attendance and student success.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate (KiDs and CA Dashboard)	24-25 Overall chronic absenteeism rate is 20.69%	Reduce overall chronic absenteeism to 18% by June 2026
Chronic Absenteeism Rate for subgroups (SED, SwD)	SED - 25% Students with Disabilities - 25%	Reduce overall chronic absenteeism to 21% by June 2026
Chronic Absenteeism Rate for subgroups (Homeless)	In 24/25, Homeless - 100%	Reduce overall chronic absenteeism to 50% by June 2026
Student Connectedness Survey – “I feel like I belong when I am at school”	3% improvement from Spring 2024 to Fall 2024; overall trend shows decline from Fall to Spring	Sustain or improve student connectedness across the school year, with no decline from Fall 2025 to Spring 2026 and a minimum of 5% net gain in students reporting a sense of belonging from Spring 2025 to Spring 2026, particularly in 5th and 6th grades
Monthly Attendance Monitoring (KiDs data) - Focus on TK	In 24/25, TK (92.16%) cumulative attendance	Focus efforts on TK improving monthly cumulative attendance to 93.5% by June 2026
Monthly Attendance Monitoring (KiDs data) - Focus on 1st grade	In 24/25, 1st (91.75%) grade cumulative attendance	Focus efforts on 1st grade improving monthly cumulative attendance to 93.% by June 2026
Family Survey – “Top reasons for student absences” (e.g., family emergency, health issues, work schedule, vacation)	Top reasons cited include family emergency (35%), physical/mental health (28%), work schedule (24%), and vacation (21%)	Reduce vacation- and non-urgent-related absences by 10 percentage points by June 2026

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Applicable During:

Strategy/Activity: Technology

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Educational software and licensing (across other curricular areas)

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity

Implement a tiered system of support that includes proactive outreach (phone calls, meetings, and home visits) for students who are Trending or Nearly Chronic. Use KiDs data to identify students monthly and engage families early with personalized attendance plans and consistent check-ins. Progress will be monitored monthly through attendance dashboards and intervention logs.

Proposed Expenditures for this Strategy/Activity

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

200.00	LCFF- Base 4300-00: Supplies & Materials	Printing and mailing costs for personalized attendance letters and outreach materials	May 2026
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ELL and student in grade TK-1

Applicable During:

In Person (IP)

Strategy/Activity

Launch a site-wide mentoring or "Buddies" program in which chronically absent students (focus on TK, 1st, SwD, and SED) are paired with a consistent adult on campus (teacher, counselor, staff member) for weekly check-ins. Focus efforts on students in 5th and 6th grades to address low levels of connectedness. Effectiveness will be monitored via Student Connectedness Survey data and mentor tracking sheets.

Proposed Expenditures for this Strategy/Activity

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

500.00	LCFF- Base 4300-00: Supplies & Materials	Materials for relationship-building activities (journals, conversation cards, incentives)	May 2026
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity

Host twice a year family engagement workshops and communication campaigns focused on the importance of regular attendance, the impact of absences, and available school supports. Offer materials in families' home languages and provide flexible scheduling to increase participation. Track progress through attendance at events, follow-up surveys, and reductions in non-essential absences (e.g., vacation-related).

Proposed Expenditures for this Strategy/Activity

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

500.00	LCFF- Base 4300-00: Supplies & Materials	Refreshments and translation services for family workshops	May 2026
500.00	LCFF- Base 4300-00: Supplies & Materials	Printing and design of attendance awareness materials (flyers, banners, social media graphics)	May 2026
500.00	LCFF- Base 4300-00: Supplies & Materials	Incentives for participation (gift cards, raffle items, school-branded swag)	May 2026

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All student

Applicable During:

In Person (IP)

Strategy/Activity

Establish a positive reinforcement system to recognize students and classrooms for improved and consistent attendance (e.g., weekly shoutouts, classroom competitions, monthly drawings). Ensure recognition is inclusive and equitable, celebrating progress as well as perfect attendance. Monitor participation and effectiveness through attendance trends and student feedback on motivation and school climate.

Proposed Expenditures for this Strategy/Activity

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

1000	LCFF- Base 4300-00: Supplies & Materials	Student incentives (certificates, small prizes, classroom rewards, window clings)	May 2026
500	LCFF- Base 4300-00: Supplies & Materials	Signage or bulletin boards for public recognition (attendance walls, class trackers, straw hat)	May 2026

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 3 Integrated Educational Supports

Old River will reduce classroom incidents, which currently represent 57.34% (371) of all behavior referrals, by 50% through consistent implementation and improvement of both Tier 1 PBIS strategies, restorative practices, and strengthened classroom management systems. Additionally, we will address playground incidents, which account for 26.12% (169) of total referrals, by increasing supervision, structured activities, proactive behavior expectations during recess and lunch period. To further support student engagement, we will focus on improving attendance outcomes. Our goals include decreasing absenteeism rates for Hispanic male students by 20% and for students with disabilities by 10%. We also aim to improve overall school-wide attendance by 5% through early intervention, positive attendance incentives, and strengthened family engagement efforts.

Comprehensive Needs Assessment

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

Old River's PBIS Tier 1 and Tier 2 teams reviewed key data sources, including the Tiered Fidelity Inventory (TFI), SWiFT-FIA, teacher surveys, and feedback from ELAC and School Site Council to assess the effectiveness of current behavior systems. In March and April, both PBIS teams analyzed the TFI to evaluate implementation of Tier 1 systems and identify areas for growth. The ILT and SLT reviewed SWiFT-FIA features 4.1–4.3, focusing on collaboration between general and special education staff and alignment of interventions to student needs. Teacher surveys from October and January highlighted strengths in behavior expectations and reinforcement systems, but also pointed to a need for clearer Tier 2 supports and consistency in behavior responses. Feedback from ELAC and SSC confirmed alignment between site and district goals. Findings informed Strategy 1 (Tier 1 systems and reinforcement) and Strategy 2 (Tier 2 identification and SEL instruction) to improve behavior supports for all students, especially those most at risk.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Based on the Comprehensive Needs Assessment, SWIFT-FIA data indicated that Old River is currently at the "Installing" phase in Areas 4.1, 4.2, and 4.3. These scores highlight a need for improved collaboration between general education and special education staff, as well as a stronger alignment between student behavior functions and appropriate interventions. Tiered Fidelity Inventory review of the implementation and use of Tier 1 practices and implementation of Tier 2 practices, revealing a need for clearly defined Tier 1 behavioral expectation and documented system to support Tier 2 interventions. Additionally, PBIS Tier 1 and 2 team identified concerns regarding inconsistent implementation of major and minor behaviors. Tier 1 and Tier 2 reflection review data also highlighted a lack of student connectedness, particularly among students in the "Two or More Races" subgroup, indicating the need for targeted support to strengthen school culture and belonging for at-risk student populations.

To address the identified gaps, Old River recognizes the need to establish a clear and consistent communication system with community partners. This system will include sharing information about school-wide behavioral expectations and structures, as well as collecting ongoing feedback from staff, students, and families. Additionally, the school will develop and disseminate comprehensive documentation outlining Tier 2 systems and procedures to ensure consistent implementation across classrooms. Collaborative efforts with staff will focus on creating clear, shared language to define and distinguish between minor and major behavioral incidents. To strengthen school connectedness, particularly among students identified in the "Two or More Races" subgroup, each student will be intentionally paired with a designated staff member to foster a sense of belonging and support within the school community.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tier 2 accountability document	8/10 students were successful in CICO 2 students are on a behavior contract	At the end of the year, we will review data to ensure students are successful in tier 2, while also addressing and noting the function of student behavior.
Students with disabilities	Match student to teacher 2022-2023: 92% attendance rate 93% attendance rate	At the end of the year, we will review data to see if students in this subgroup have an increased attendance rate.
Tier 2 accountability document	List of structures in tier 2 Systems Document	At the end of the year, Tier 2 systems will be documented and shared with the appropriate people.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Major and Minor behaviors	Review current Major/Minor document Refine current Major/Minor document Staff meeting introduction and Review Major/Minor document Major/Minor staff activity Spicific school Senarios major and minor application discussion Major/Minor behavior document	At the end of the year, we will review the progress towards Major/Minor updates and year long refinement of school-wide major and minor behaviors document to improve school wide behavioral transparency and expectations.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I Behavior/Attendance

To promote a safe, inclusive, and positive school climate, Old River School will implement and reinforce school-wide Tier 1 behavior expectations using the BOOTS framework: Be Responsible, Operate Safely, Own Your Actions, Take Initiative, and Show Respect. During the first quarter of 2024, all students will receive explicit instruction on these expectations, delivered by teachers through weekly lessons that align the PBIS Handbook with the Character Strong SEL curriculum. These expectations will be reinforced in various ways, including class meetings, morning messages, school-wide assemblies, and integration into daily classroom routines and transitions.

Teachers and staff will clearly communicate the procedures for distributing “Branded with Character” tickets and Class Coins as part of the school’s positive reinforcement system, with the goal of 95% staff participation by the end of the school year. A virtual PBIS store will be launched to allow students to redeem earned incentives, making the reinforcement of positive behaviors both fun and

engaging. Additionally, all certificated and classified staff will receive beginning-of-year PBIS training focused on the consistent implementation of Tier 1 practices, reinforcement of the BOOTS framework, and the development of culturally responsive and inclusive classroom environments. Staff meetings will serve as opportunities to review the implementation of behavior expectations and gather feedback for continuous improvement.

Regarding attendance for the first quarter of 2025, the focus will be on students who are four or fewer absences away from being identified as chronically absent in the KIDS system. Weekly announcements will highlight the importance of school attendance and recognize students who model BOOTS behaviors. Students demonstrating positive behavior and consistent attendance will be celebrated weekly as “Branded with Character.” Attendance progress will be made visible at key school entrances to foster community awareness and commitment. Communication with families via ParentSquare will reinforce the importance of regular attendance and promote family partnerships. Attendance data for English Learners will be reviewed at the first ELAC meeting, and stakeholder input will be shared with the School Site Council (SSC). Lunchtime engagement activities—such as games, social clubs, and intramurals—will be offered to help strengthen student connections and reduce chronic absenteeism.

From the second quarter of 2025 through the fourth quarter, Old River School will maintain its focus on Tier 1 behavior supports through ongoing professional development. Staff meetings will include monthly training sessions, videos, and resources that help educators analyze SWIS data, reflect on behavioral trends, and refine implementation strategies. Teachers will continue applying BOOTS-aligned practices in the classroom, with coaching available for those needing additional support. The virtual PBIS store will be monitored and adjusted based on feedback to maintain its effectiveness and engagement. Behavioral referral data will be analyzed monthly to identify high-frequency locations, common behavior issues, and any disproportionalities among student subgroups. School-wide assemblies and classroom booster lessons will be used to reteach behavior expectations as needed. Student voice will be an integral part of improving recognition systems and school climate initiatives through periodic feedback collection.

During this same time frame, absenteeism efforts will continue through morning announcements and student recognition aligned with weekly BOOTS themes. Attendance updates will be shared monthly and displayed in visible school locations to maintain focus on attendance goals. ParentSquare communications and outreach efforts will highlight the connection between attendance and academic success. Updated attendance data will be shared with ELAC and SSC, who will help develop strategies to support English Learners and other at-risk groups. Enrichment activities, including intramurals and monthly events, will foster student engagement and peer connection. Quarterly attendance awards will be presented to recognize both strong and improved attendance. In the spring, the Student Connectedness Survey will be administered to students in grades 3–8 to assess school climate and inform planning for the following year.

To ensure the effectiveness of these Tier 1 behavior and attendance strategies, Old River School will monitor progress through multiple measures, including SWIS Big 5 Reports, monthly behavior referral analyses, staff implementation and feedback surveys, the Student Connectedness Survey, attendance data from Synergy and A2A systems, and input sessions with ELAC and SSC stakeholders.

Proposed Expenditures for this Strategy/Activity

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

1800.00	LCFF- Base 4300-00: Supplies & Materials	Purchase incentives or Wrangler Store	Purchase for the year by September 2025
200.00	LCFF- Base 4300-00: Supplies & Materials	Printing Branded with Character tickets	October 2025 and March 2026

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

5-10% of students needing behavior support

Applicable During:

In Person (IP)

Strategy/Activity: Tier II Behavior/Attendance

To strengthen our system for identifying and supporting students with additional behavioral and social-emotional needs, Old River will implement a comprehensive, data-informed Tier 2 support process. At the start of the school year, site administration and the PBIS Tier 2 Team will reintroduce Tier 2 identification protocols, referral forms, and flowcharts during the first staff meeting. Staff will be reminded of the referral process through visual guides, emails, and accessible documents to ensure shared understanding among all educational partners. The schoolwide nomination system will draw on multiple data points, including teacher referrals, SWIS behavior data, attendance records (especially chronic absenteeism), and academic performance. The Tier 2 team will meet weekly to review referrals, monitor equity in referral patterns, and evaluate the needs of students not responding to Tier 1 supports. Staff will continue implementing Character Strong SEL lessons and receive ongoing training in restorative practices, with access to a shared bank of strategies and coaching support. During the second quarter, the team will maintain weekly meetings to analyze data trends, refine interventions, and follow up with referring staff to monitor effectiveness. Tier 2 materials will remain accessible on shared drives, and structured staff discussions will focus on behavior trends, subgroup data, and progress monitoring. Coaching will reinforce alignment between Tier 1 and Tier 2 practices. Effectiveness will be monitored using SWIS data, A2A attendance reports, Tier 2 tracking logs, SEL implementation checklists, and feedback from staff and students, including follow-up surveys to assess clarity and impact of Tier 2 systems.

Proposed Expenditures for this Strategy/Activity

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

500.00	LCFF- Base 4300-00: Supplies & Materials	Purchase incentives for Tier II students reaching their goals.	November 2024
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

Goal 4 Family & Community Engagement

By June 2026, Old River Elementary will increase inclusive family and community engagement by 20% through implementing two new multicultural strategies and establishing one new community partnership to provide wraparound services.

1) Implementing at least two new multicultural outreach strategies, A) Hosting a minimum two redesigned family engagement events with targeted attendance for underrepresented groups; B) Conducting a review and update of instructional materials to reflect student diversity 2) Establishing one new community partnership to provide wraparound services. Progress will be measured through participation data, stakeholder feedback, and annual parent and student surveys, ensuring all voices—especially those historically underrepresented—are included in decision-making processes.

Comprehensive Needs Assessment

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

Old River Elementary is committed to fostering collaborative decision-making and continuous improvement through meaningful stakeholder engagement. Throughout the school year, the school shares updates on the School Plan for Student Achievement (SPSA) with key advisory groups, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), and the Instructional Leadership Team (ILT). These teams are regularly invited to review and provide feedback on the SPSA goals, strategies, and programs. Their input is thoughtfully integrated into the school's formal Comprehensive Needs Assessment process, ensuring a shared vision and strategic alignment across all initiatives.

The Comprehensive Needs Assessment process at Old River Elementary began in October with an initial phase of data collection. This process extended through January, February, and March, during which time teams engaged in an in-depth analysis of student performance data, program implementation, and stakeholder feedback.

In March 2025, multiple stakeholder meetings were held to collectively review the data and reflect on the progress of SPSA implementation. These meetings brought together members of SSC, ELAC, ILT, and parent leadership groups. Discussions focused on the effectiveness of each SPSA goal and strategy, along with an examination of parent perspectives gathered through the Family Connectedness Survey.

Participants identified areas of strength as well as challenges. Based on these findings, teams proposed targeted actions to reinforce successful practices and address identified needs. A number of existing strategies were refined for greater impact, and several new strategies were introduced to support emerging priorities.

The data sources reviewed during this process included the SWIFT-FIA (completed in March), SSC and ELAC meeting feedback, Parent Club input, and results from the School Connectedness Survey. The SSC and ELAC provided ongoing input throughout the school year, offering specific feedback on each SPSA goal area. Parent feedback was also gathered through formal surveys administered in both October and May, with a total of 188 surveys submitted, providing valuable insights into the school's climate, family engagement, and student experience.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Recent parent survey data at Old River Elementary reflects a positive overall climate with notable areas for continued growth. The majority of families, 90%, reported feeling welcomed at the school, and 88% indicated they know where to go when they have a question or concern. This demonstrates a strong foundational relationship between families and the school in terms of communication and accessibility.

In regard to behavior expectations, 72% of parents agreed that Old River Elementary has clear rules in place. However, parents were generally neutral about whether these rules are enforced fairly and consistently. Additionally, 6% of parents disagreed that their child benefited from Social Skills instruction, and 9.1% disagreed with the school's handling of bullying. These responses suggest a potential disconnect between behavioral supports and family perception. This area may require greater communication and transparency around schoolwide expectations, interventions, and follow-through.

Only 67% of parents reported that the school provides support for students' social or emotional needs through resources such as a school psychologist or school social worker. While 79% of families were aware that the school can connect them to external educational, health, and social services, these figures indicate the need to enhance awareness and visibility of the school's internal support team and available services. Ensuring families understand what supports are in place and how to access them is essential to building trust and strengthening student outcomes.

Academically, parent satisfaction is high. A total of 91% of parents stated they are kept well-informed of their child's academic progress, and 84% are aware that they can monitor performance through ParentVue or StudentVue. Furthermore, 86% of parents felt invited and encouraged to participate in school-related activities, including classroom visits, volunteer opportunities, and involvement in key committees such as the School Site Council (SSC), English Language Learner Advisory Committee (ELAC), and Parent Club. However, when asked whether instructional materials reflect their child's culture, ethnicity, and identity, only 68% of parents agreed. This response underscores the importance of evaluating current materials and practices to ensure a culturally responsive and inclusive learning environment. Additionally, families cited common barriers to student attendance including family emergencies, physical and mental health concerns, work schedules, and vacations, highlighting the need for continued family outreach and support strategies.

Despite ongoing communication efforts, parent attendance at events such as Coffee with the Principal has been low. During SSC meetings, families expressed a desire for more meaningful connections with community partners to support school needs. SSC and ELAC members noted their appreciation for the consistent communication about upcoming events. ELAC members also expressed

gratitude for the inclusion of Spanish in school communication and recommended the addition of Arabic, which is the school’s second most spoken foreign language, to further support family engagement.

Findings from the SWiFT-FIA framework indicate that Old River Elementary is currently in the “Installing” phase for indicators 7.1 and 7.2, reflecting a gap in incorporating student voice into governance and decision-making processes. Additionally, the school is rated as “Laying the Foundation” for indicator 8.1, due to limited partnerships with community organizations that could assist in addressing identified school needs and providing valuable resources to students, families, and staff.

To address these findings, the Climate and Culture Team (CCT) will begin monitoring levels of family participation and will use this data to inform and support continuous improvement efforts.

In moving forward, several key recommendations are proposed. There is a need to strengthen communication around behavioral supports and ensure that expectations and processes are clearly conveyed to families. Increasing the visibility of the school’s support services team through proactive outreach and education will help families understand what resources are available to them.

Evaluating instructional materials for cultural relevance and representation will support inclusivity and reflect the diversity of the student body. Expanding multilingual communication to include Arabic will enhance engagement with non-English speaking families.

Revisiting the structure and scheduling of engagement opportunities, such as Coffee with the Principal, may improve participation.

Finally, developing strategic partnerships with local organizations and creating opportunities for stude

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in sheet at the event entrance	Did not track: 0% of African American families attended one Parent & Family Engagement event.	By May 2026, 20% of our African American families will attend at least one Parent & Family Engagement event..
Sign-in sheet at the event entrance	Did not track: 5% of Arabic’s families attended one Parent & Family Engagement event.	By May 2026, 20% of our Arabic families will attend at least one Parent & Family Engagement event.
Sign-in sheet at the event entrance	Did not track: 5% of Hispanic’s families attended one Parent & Family Engagement event.	By May 2026, 20% of our Hispanic families will attend at least one Parent & Family Engagement event.
Sign-in sheet at the event entrance	2024/2025: 15% of English learners’ families attended one Parent & Family Engagement event.	By May 2026, 20% of our English learner families will attend at least one Parent & Family Engagement event.
Family Survey	2024/2025: 22.7% of families completed the Family Survey.	By May 2026, 40% of our families will complete the Family Survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Diverse texts used across the campus	Not tracked	By May 2026, the use of diverse texts used in the classroom and numbers in the library has increased
Multicultural events	None	By May of 2026, 2 multicultural events will take place
Community Partnerships	None	By October 2025, a community partner has been identified By May 2026, partnership shared with school community in a least three different ways.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities

Implementing at least two new multicultural outreach strategies with targeted attendance for underrepresented groups;
 Conducting a review and update of instructional materials to reflect student diversity

 Old River will offer several events to increase parent engagement. The Admin Team will regularly communicate with families of all students regarding parent and family engagement opportunities on campus..

 Events include, but are not limited to:

 Fall Semester
 Literacy Night - Targeted attendance of various groups at Old River

Books and Bingo - include books from various groups

Spring Semester

STEAM Night

Celebrity Reader - An effort will be made to identify readers from various cultures.

World Culture Day - Students and families share customs, traditional clothing, languages, music, and food from their countries or heritage. Classrooms or booths may represent different regions around the world. (May 21, 2026)

During the planned events there will also:

Reach out to families at the beginning of the school year

Provide interpreters available for families if requested

Provide differentiated centers/activities for families and students

 Ensure that instructional materials, classroom libraries, and visual displays reflect the cultural, linguistic, and ethnic backgrounds of the student body.

Form a small review team of teachers, administrators, and family/community representatives to conduct a cultural relevance audit of current classroom and curriculum materials by October 2025.

Use an equity checklist to evaluate materials for: Representation of diverse cultures, Avoidance of stereotypes or cultural bias, Inclusion of varied voices, perspectives, and experiences, Identify gaps and procure at least three new classroom sets of books or instructional materials that reflect a variety of cultures, Display culturally diverse books, posters, and student work in common areas and classrooms. Share progress updates with families through newsletters and events to show commitment to inclusion.

Proposed Expenditures for this Strategy/Activity

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

1000	LCFF- Base 4300-00: Supplies & Materials	Supplies to create student artwork, flags from each country	May 30, 2026
1500	LCFF- Base 4300-00: Supplies & Materials	Purchase books for library and classroom use.	May 30, 2026
1000	LCFF- Base	Purchase light refreshments and books to give away for literacy event (novels, nonfiction texts,	May 30, 2026

	4300-00: Supplies & Materials	leveled readers, literacy journals, books in Spanish and Punjabi, etc.)	
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity

To strengthen student and family support at Old River Elementary, the school will establish a new community partnership focused on providing wraparound services. This initiative aims to address non-academic barriers such as mental health, food insecurity, and access to enrichment programs. In August and September 2025, the Climate and Culture Team will conduct a needs assessment using school data and parent feedback to identify priority areas. Based on these findings, staff will research and reach out to local organizations in September and October, focusing on those whose services align with the school's needs and student demographics. After meeting with potential partners, the school will select one organization in October 2025 that can offer relevant and accessible support to families and host an event. The partnership will officially launch in January 2026, introduced through a family engagement event and multilingual communication efforts to ensure all families are informed and included. Throughout the spring, the Climate and Culture Team will monitor participation, gather feedback, and evaluate the impact of the services. This new partnership will help bridge gaps in support and promote student well-being through meaningful collaboration with the broader community. Monitoring for Effectiveness: The effectiveness of the planned engagement activities will be collected through sign-in sheets, feedback, and surveys. Sign in sheets will be provided at the entrance of each event. The sheets will include the name of the student. The front office staff will check the sheet and tally the number of families who attended the event. This data will be shared with the Admin Team, ILT, and CCT. These teams will then develop next steps to further enhance parent and family engagement.

Proposed Expenditures for this Strategy/Activity

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

600	LCFF- Base 4300-00: Supplies & Materials	Supplies, refreshments, and materials for the partnership launch event and family engagement night.	May 30, 2026
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500	LCFF- Base 4300-00: Supplies & Materials	Family support kits (mental health info, resource lists, school supplies).	May 30. 2026
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 5 Professional Development Plan

By June 2026, students will meet goal 1a, 1b, 2, and 3's outcomes by all grade level teams successfully completing 8 or more data cycles in ELA, 90% of teachers feeling proficient teaching while using site and district initiatives, 100% of teachers receiving training to support district and site initiatives based on school, grade level, and individual need.

Comprehensive Needs Assessment

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

Throughout the year, the admin team shares SPSA updates with the School Site Council and Old River's Instructional Leadership Team and asks for feedback regarding the plan and programs, which is also incorporated within the formal Comprehensive Needs Assessment.

SWIFT-FIA 2.1 and 3.3, CAASPP Met/Exceeded, California dashboard data, STAR Reading, Interim Assessment Blocks (IABs) in Reading, English Learner Reclassification data, walk through data, 24/25 professional development calendar, and Staff/Student surveys. STAR Reading assessments were given three times throughout the year. The IABs were given three times throughout the year as district benchmarks. EL Reclassification data identified the number of students reclassifying to Fluent English Proficient. The staff survey was completed in February. Schoolwide responses were aggregated and shared with the ILT team to review and discuss. These sources will help identify strengths and gaps in our program.

Staff surveys were administered in August and January and were reviewed by all teams in October and January.

Old River's Comprehensive Needs Assessment began in January with data collection. Meetings were scheduled during February and March 2025 to review the data. During these meetings, the ILT discussed the overall implementation of each goal/strategy area as

well as the implementation of the current year’s plan. Various data sources are shared with the ILT. Strategies to strengthen our current systems were identified.

Teams reviewed upcoming district and Old River initiatives for each goal area charting our current status, upcoming initiatives, and identified strategies to address gaps revealed by the SWIFT FIA, observation and STAR data. Strategies to strengthen our current systems were identified and prioritized. A select number of new strategies were also identified to be the focus on the professional learning.

Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KIDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

According to SWIFT-FIA Rubric 2.1 and 3.3, staff and admin ranked our school “implementing,” indicating that the components are in place, but the overall effectiveness is not monitored or continuously improved.

According to 2023-2024 ELA CAASPP results, 55.34% of students “Met” or Exceeded” Standard. CAASPP data is showing a decline in ELA so continued emphasis on Tier 1 instruction needs to remain a priority. On the Informational Interim Assessment Block (IABs), 44% of students scored Near Standard and 39% scored Above Standard. On the Literary Interim Assessment Block (IABs), 47% of students scored Near Standard and 29% scored Above Standard. The California Dashboard indicator for ELA is green. Our STAR Reading data is showing growth. Students scored at 51% proficient at the beginning of the year and 54% proficient in the winter, growing by 3%. The literacy data indicates a continued need to refine our Tier 1 core and support of classroom teachers.

STAR Math data did not indicate significant growth. Students scored at 61% “Proficient” at the beginning of the year and 62% “Proficient” in winter, showing 1% growth. The data indicates a need to examine our Tier 1 practices.

Staff survey data: While there was growth in all initiatives, Benchmark, Benchmark ELD, dELD, math tasks and math talks, had the lowest EOY number out of 5.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA: Overall	In 23/24, all students were 11 points above standard.	By May 2025, Old River will increase 10 points on the ELA portion of the CA Dashboard for all students.
CAASPP Math: Overall	In 23/24, all students were 12.9 points below standard.	By May 2025, Old River will increase 10 points on the Math portion of the CA Dashboard for all students..

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA: Subgroups (EL students and African American)	<p>In 23/24, EL Students were 26.6 points above standard</p> <p>In 23/24, 47.2% of EL Students made progress towards English language proficiency</p> <p>In 23/24, EL Students increased 18.7 points on the English Language Progress Indicator (ELPI)</p> <p>In 23/24, African American students were 26.2 points below standard</p>	<p>By May 2025, EL students will increase to 55% “making progress towards English language proficiency” on the English Learner Progress Indicator (ELPI) portion of the dashboard.</p> <p>By May 2025, Old River will increase 5 points on the ELA portion of the CA Dashboard for African American students.</p>
EL Reclassification Rate	23/24 Reclassification rate: 22.4%	By May 2025, 28% of students will redesignate as RFEP.
Staff Survey	<p>Unable to identify teachers growth due to anonymity of survey</p> <p>EOY - Average of all site initiatives showed improvement in teacher perception (BOY-MOY)</p>	<p>MOY goal</p> <p>The MOY survey will reflect that 75% of teachers increased their positive perception of implementing the school initiatives.</p> <p>Average of 85% of the site initiatives will grow</p> <p>EOY goal</p> <p>The EOY survey will reflect that 90% of teachers increased their positive perception of implementing the school initiatives.</p> <p>Average of 95% of the site initiatives will grow.</p>
Data Cycle	Completed 8-10 data cycles in ELA.	By June 2026, all grade levels will complete regular data cycles in ELA throughout the year.
Walkthroughs	ELD, Benchmark, Math talks and tasks, collaborative structures - at least 80% of teachers/grade levels implemented both	By May 2026, Site Walkthrough Tool indicates 80% of staff demonstrate 80% of identified site initiatives.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Quarter 1: 80% of staff demonstrate 50% of District look fors. Quarter 2: 80% of staff demonstrate 60% of District look fors. Quarter 3: 80% of staff demonstrate 70% of District look fors. Quarter 4: 80% of staff demonstrate 80% of District look fors.
Coaching Cycles	The Academic Coach completed coaching cycles for 4 teachers during the 2024-2025 school year.	By May 2026, at least 25% of staff will participate in a coaching cycle (9 Teachers). By the end of Quarter 2: 5 staff participate in a formal coaching cycle. By the end of Quarter 3: 4 staff participate in a formal coaching cycle

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity: Professional Learning: Grade/Department Level Collaboration, Professional Reading - all curricular areas (Teachers and Support Staff)

Grade level teams are trained on PLC practices and expectations at the beginning of the year. Teams are provided with PLC protocols that outline strategies that should be implemented monthly. Teams create ELA data cycles connected to focus standards

based curriculum map units and priority standards. During PLCs while using the data cycle guide, SMARTIE goals, CFAs, and a reteach plan is created. IAB/District assessment data chats occur during PLC as led by the lead.

Grade Level Lead Teachers are identified and trained yearly. They work to facilitate the weekly PLC agenda and data calendar. At the end of each school year. Lead teachers are trained at the beginning of the year at a meeting before school starts. In their leadership training, they learn various skills to help establish effective collaboration as well as skills in the art of leadership (e.g. hard conversations, engaging a team, personality styles, etc). Lead teachers are assigned to a coach and can meet with their coach to review the PLC agenda in person or digitally. During monthly Leadership meetings, leads are provided ongoing professional development. They also monitor school data and the implementation of the school plan. The Leadership Team provides feedback on the school plan and helps drive the plan forward. The Leadership Team has a ½ day release day at the end of Quarter 1-3 to review the progress of the school plan. Lead Teachers meet with the Principal prior to school starting to preview the plan for the upcoming year.

The ILT will meet monthly to develop leadership capacity as well as to make school decisions based on data. The ILT will receive extra duty pay for meetings beyond the school day. ILT will be asked to present at staff meetings topics based on teacher need and give one hour of prep time to prepare for PLC..The site focus for Semester 1 is a focus on data cycles and knowing if our students learned the taught skill in PLCs.

At the beginning of the year, ELA and Math expectations will be shared that were created in conjunction with the ILT. These expectations will include PLC agendas, district-adopted curriculum, and how these items relate to strong Tier 1 instruction. Coaching cycles will begin and teachers who need support will be identified. The Admin Team will provide grade levels support for how to successfully use the EAA model to identify classroom trends and student misconceptions and plan instructional next steps with a focus on student feedback. During staff meetings and grade level release days, ongoing professional learning will take place.

Staff Meetings are held once a month. Updates are provided, data is reviewed, and professional development is provided during these meetings as needed.

Professional Learning - Quarterly:

During the first staff meeting of the school year, ELA and math expectations will be shared that were created in conjunction with the Instructional Leadership Team (ILT). These expectations include the Walkthrough Form, PLC Agenda, district-adopted curriculum, and how these items relate to strong Tier I instruction. District Curriculum Maps and resources from this school year's professional development with Impact Teams will help determine the focus for ELA standards, essential question(s), and to deconstruct standards to create unit success criteria that answers "Where am I?" (Goal, Purpose, and Relevance), "Where am I going?" (Success Criteria), and "How will I know when I get there?" (What and How).

Coaching cycles will begin and grade levels who need support will be identified. The Admin Team will provide grade levels support for how to successfully use the Evidence-Analysis-Action (EAA) model to identify classroom trends and student misconceptions and plan instructional next steps with a focus on student feedback. CFAs in ELA will be administered and analyzed regularly.

Staff meetings and Grade Level Planning will contain:

A portion of time that's devoted to Tier 1 instruction, and the content will be identified based upon both Star data, teacher survey and the walkthrough data collected throughout the year.

Based on feedback from ILT and SWIFT-Fia. Focus on DIGS - What students not with the teacher are doing. (Strategy 2)

Base on 24-25 teacher survey recommendations: dELD - ELPAC, Fostering Mathematical Thinking - Math Tasks, Collaborative structures

A portion of time will include current KiDS and SWIS data regarding African American students and Students with Disabilities, further implicit bias training and connecting the learning to "Honoring the Harmony in Diversity" training, Character Strong resources, and how to effectively and continually communicate with parents; specifically the parents of African American students. The partnership with Student Support Services will continue regarding planning and training.

The Admin Team will survey the staff to see if they believe the training sessions throughout the year have been beneficial. (This involves not just professional learning opportunities, but also the onboarding protocol created during the first quarter.)

Monitoring for Effectiveness: The effectiveness of the professional learning opportunities will be monitored through STAR CBM, STAR Reading and Math, CAASPP, CAST, District Interims, common formative assessments, Walkthrough Forms, teacher survey results, and EL reclassification rates. Data will be monitored as a whole as well by subgroups to make adjustments to instruction.

Proposed Expenditures for this Strategy/Activity

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

11250.00	LCFF- Base 1200-02: Certificated Support - Extra Duty	ILT meetings - 12 hours per ILT member (10 members) 8 one hour meeting and 1 four hour meeting	8/1/2025- 5/31/2026
			8/1/2025- 5/31/2026

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity: Professional Development: Consultants, Conferences – all curricular areas (Teachers and Instructional Support Staff)

Tier 1 Professional Learning - Throughout the year, consultants are identified that support professional development focus for the year. These conferences support the implementation of the core content areas, PBIS, and MTSS. Consultants are selected to participate based on site and grade level needs.

Freckle Professional Learning (ELA): Contract with Renaissance includes 7 professional learning on Freckle. These sessions will occur during staff meetings at the beginning and throughout the year. (Goal 1a)

dELD, iELD, Fostering Mathematical Thinking (Math Tasks): Training utilizing Jill Hamilton-Bunch and April Picket during grade level planning days based on the grade level's needs.

Collaborative Structures: Admin team will provide a PL at least two staff meetings on collaborative structures. Admin team will model collaborative structure at meetings.

Thinking Maps: Three staff members (academic coach and two teachers - one primary and one secondary) will be sent to TOT for Thinking Maps to train staff in the future.

Monitoring for Effectiveness: The effectiveness of these professional learning opportunities will be monitored through STAR CBM, STAR Reading and Math, CAASPP, CAST, District Interims, common formative assessments, Walkthrough Forms, teacher surveys, and EL reclassification rates. Data will be monitored as a whole as well by subgroups to make adjustments to instruction.

Proposed Expenditures for this Strategy/Activity

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

3750.00	LCFF- Base 5200-00: Travel & Conference	Thinking Maps Trainer of Trainer (three teachers)	9/1/2024- 5/31/2025
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity

Grade levels will collaborate three times for one full day to work on their grade-level planners, review student data, and share best practices to increase their use and comfort level of school best practices.

Release Time for Curriculum Development: Grade levels are provided with additional time to review planners, curriculum, and assessments. Release days are provided to enable grade-level teams to review materials for the upcoming quarter and make needed adjustments to pacing guides, assessments, or curricular materials. Based on funding, teams may be provided with 3 days for the year. Effectiveness of this strategy is measured by increased percentages of students scoring Met/Exceeded Standard on CAASPP, Star, and district benchmarks.

Monitoring for Effectiveness: The effectiveness of the professional learning opportunities will be monitored through STAR CBM, STAR Reading and Math, CAASPP, CAST, District Interims, running records, common formative assessments, Walkthrough Forms, and EL reclassification rates. Data will be monitored as a whole as well by subgroups to make adjustments to instruction.

Proposed Expenditures for this Strategy/Activity

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

15,660	LCFF- Base 1100-01: Certificated Teachers - Subs	Identify planning 3 days per grade level for the year and place absences for substitutes at the beginning of each quarter.	Quarterly
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity

New Teacher Support: Support is provided to Year 1 and 2 staff and is differentiated based on need. Effectiveness of this strategy is measured by increased percentages of students scoring Met/Exceeded Standard on CAASPP, Star, and district benchmarks as well as through walkthrough data.

New Old River Teacher: Prior to the start of the school year, Year 1 and 2 staff are provided with a half-day to establish classroom management procedures

Classroom Management: After school starts, AC will begin a coaching cycle with new teacher based on evaluation of Get Better Faster's Coaching Waterfall

Tier 1 Instructional Design: Throughout the year, Year 1 and 2 staff are provided with training on Tier 1 Instructional Design. The first professional development involves an overview of the DII model followed by a model lesson. The second training is based on observation data. It begins with a training that reviews key concepts, followed by developing a team-designed lesson. Then the team implements the lesson using a co-plan/co-teach model.

New Teacher Academy: Once a quarter, New Teacher Academy provides Year 1 and 2 teachers with a bite-sized management/academic strategy or essential school procedural information such as grading, SST processes, etc.

New to Old River Support: Support is provided to new teaching staff and is differentiated based on need. Effectiveness of this strategy is measured by increased percentages of students scoring Met/Exceeded Standard on CAASPP, Star, and district benchmarks as well as through walkthrough data.

New Old River Teachers: Prior to the start of the school year, new staff are provided with a half-day to establish understanding of How we do it at Old River

Proposed Expenditures for this Strategy/Activity

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

1080	LCFF- Base 1100-02: Certificated Teachers - Extra Duty	Time card coaching conversations	Quarterly
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Goal 6 Staffing and Duties

Instructions: Complete for every *supplemental support staff position in direct service to students*, position title only (no names). If a position is multifunded, more than one line should be used. For single positions that have multiple people funded exactly the same, use only one line, indicate the total number of positions, and estimate the total cost for all positions. For example, 3 Instructional/Intervention aide positions, all funded the same, should be placed on one line and the estimated total cost of all 3 indicated.

Administrators will consult with the Consolidated Programs Staff Accountant for assistance to complete this section accurately.

COMPLETED BY FISCAL SERVICES						COMPLETED BY SCHOOL		
# of positions	FTE (for each funding source)	Position Title	Base Salary	Funding Source	Obj. code	Identified need	SPSA Goals Supported	Description of Duties and Responsibilities
2	.3750	Instructional Intervention Aide				Attendance, intervention, behavior support	Goal 1-4, Goal 5	Behavior, attendance connection, and small groups
1	.5000	Instructional Intervention Teacher				Attendance, intervention, behavior support	Goals 1-5	Behavior, attendance connection, and planning Tier 2 intervention
1	.1000	Instructional Intervention Teacher				Attendance, intervention, behavior support	Goals 1-5	Behavior, attendance connection, and planning Tier 2 intervention
1	1.000	Academic Coach				Attendance, intervention, behavior support	Goals 1-5	Behavior, attendance connection,, planning Tier 2 intervention
13	.3750	Instructional Intervention Aide				Attendance, intervention, behavior support	Goal 1-4, Goal 5	Behavior, attendance connection, and small groups

SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	Date(s)	April 18, 2024
	Title I Review Committee	Date(s)	
	Other committees established by the school or district (list): <i>Committee/Group Name & Date(s)</i>		

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan and the local control accountability plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

Attested by the following SSC members present:

	Member Name	Term		Role	Signature
		Begin	End		
1.	Kathy Josephson	N/A	N/A	Principal	
2.	Andrea Ames	Fall 2023	Fall 2025	Classroom Teacher	
3.	Charlie Vallicella	Fally 2023	Fall 2025	Classroom Teacher	
4.				Classroom Teacher	
5.				Other Staff	
6.	Tomeka Powell	Fall 2022	Fall 2024	Parent	
7.	Katrina Westburry	Fall 2022	Fall 2024	Parent	
8.	McKayla Owens	Fall 2023	Fall 2025	Parent	
9.	Lynetter Andrade	Fall 2023	Fall 2025	Parent	
10.	Veronica Berger	Fall 2023	Fall 2025	Parent	

The SPSA was adopted by the SSC at a public meeting on: May 14, 2024

SPSA Annual Review: for School Year 2024-25

1. For each Goal area, describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
2. Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
3. Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Goal 1A, English Language Arts/Literacy/ELD

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>All classrooms implement DIGS to address literacy gaps. DIGS is differentiated small group instruction which is implemented an hour a day. Teachers will use their progress monitoring data from their DIGS groups to guide their instruction to remediate gaps. Teachers will utilize the district created curriculum maps along with their grade level planners to ensure priority standards are being taught, assessed, and monitored.</p> <p>To strengthen the core and differentiated small group instruction, teachers will utilize Benchmark Advance, guided reading strategies, 95%, Fountas and Pinnell leveled readers, and our scholastic book room. These resources provide specific skills and understandings required at each level for students to be successful readers. Students will be expected to master the skills and strategies taught in order to read and understand</p>	<p>Although the DIGS was implemented in classrooms, there were inconsistencies in its fidelity of use. Specifically, systematic data tracking was limited, and instructional materials were not consistently differentiated to meet the needs of various student groups. Guided reading was not consistently utilized across classrooms this year, limiting opportunities for targeted small-group instruction. As a result, guided reading will need to be a key area of focus for professional development and instructional support in the coming school year to ensure all students receive differentiated, level-appropriate reading instruction.</p> <p>During grade level planning days and PLCs, grade levels ensured priority standards were being taught and assessed through CFAs and Benchmarks. Priority standards were monitored through data cycles, chats and goal tracking sheets.</p>		

<p>the text effectively. Teachers will be expected to differentiate for all students including enrichment for students that are already mastering grade level standards.</p>				
<p>All teachers will implement ELD strategies learned through professional development into both integrated and designated ELD to address literacy gaps. These strategies will be used during whole group and small group instruction. Teachers will use data from the ELPAC and progress monitoring data from STAR reading. Teachers will use ELD resources including Benchmark Advance, ELPAC practice tests, and ELPAC interim assessments. Professional development will be provided to ensure teachers are confident in teaching lessons based on ELD standards.</p>	<p>Teachers successfully met the ELD goal this year by consistently applying strategies gained through targeted professional development. They collaborated closely to design and deliver lessons aligned with the ELPAC, ensuring a strong focus on the assessment's essential components and supporting English learners' language development effectively. While progress has been made in implementing designated ELD instruction, teachers would benefit from further professional development focused on deepening their understanding of how to design effective, standards-based ELD lessons that explicitly support language development aligned to students' proficiency levels.</p>			
<p>Tier 2 is targeted instruction given to students who are one grade level below or more. This system will include targeted instruction that is delivered within small groups as a pull out for identified students with aide support and the reteaching of missed concepts or gaps. We will use STAR reading data to identify students that need</p>	<p>This year, Tier 2 instruction was successfully implemented to support students performing one or more grade levels below in reading. Using STAR Reading data, students were identified and screened through 95% Group's PASI and PSI assessments, along with Acadience progress monitoring. Based on the results, students were</p>	<table border="1"> <tr> <td data-bbox="820 1465 1161 1606"> <p>Printing 95% Materials 4300-00: Supplies & Materials LCFF- Base 500</p> </td> <td data-bbox="1177 1465 1518 1606"></td> </tr> </table>	<p>Printing 95% Materials 4300-00: Supplies & Materials LCFF- Base 500</p>	
<p>Printing 95% Materials 4300-00: Supplies & Materials LCFF- Base 500</p>				

<p>to be screened for possible reading gaps. Students will be screened using 95%, PASI, and PSI as well as Acadience progress monitoring. Once gaps are identified, students will be placed in groups with other students that have the same needs. Systematic instruction will be given, students will be assessed every three weeks, and groups will be monitored and fluid.</p>	<p>grouped according to specific skill gaps and received targeted, small-group instruction in a pull-out setting with aide support. Instruction focused on systematic reteaching of foundational skills, and student progress was assessed every one to three weeks. Groups remained fluid, allowing for ongoing adjustments based on data to ensure instruction met students' evolving needs.</p>	
<p>Our teachers will use the district adopted curriculum to make sure that high-quality instructional materials and a common language are being used for instructional equity and ensure each student acquires the knowledge and skills to be successful through a standards-aligned instructional foundation.</p>	<p>This year, Tier 1 instruction was delivered using the district-adopted curriculum to ensure consistency and alignment with grade-level standards. Implementation was regularly monitored through administrative walkthroughs, which provided opportunities to observe instructional practices, offer feedback, and ensure fidelity to the adopted materials across classrooms.</p>	
Total Amounts:		

Goal 1B, Mathematics

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>All grade levels will use the district provided curriculum maps with identified priority standards to plan their instruction. They will use a variety of district provided resources including NextGen and GoMath. Grade levels will be expected to give the district math benchmarks and interims and use the data to guide their instruction. Implementation of NextGen, clothesline math, math tasks, and math talks will be monitored. Through a mathematical thinking classroom, teachers will be able to differentiate, meeting the needs of all students including those that have mastered grade level standards and need enrichment.</p>	<p>Teachers implemented the district-adopted curriculum in Tier One with fidelity, ensuring that instructional practices aligned closely with established guidelines and standards. By consistently following the approved materials and pacing, educators provided students with a coherent and equitable learning experience across classrooms. While efforts were made to integrate NextGen into classroom instruction, not all teachers consistently incorporated them into their daily practice. Continued support and professional development will be necessary to ensure full implementation across all grade levels. Mathematical Thinking Classrooms continue to be a necessary focus for our campus, as they play a critical role in developing students' problem-solving skills, conceptual understanding, and engagement in math. While progress has been made, ongoing support and intentional implementation are essential to fully embed these practices into daily instruction and achieve consistent outcomes across all classrooms.</p>	<p>Instructional supplies and materials to support Tier 1 mathematics including but not limited to printing and wipebooks 4300-00: Supplies & Materials LCFF- Base 1500</p>	
<p>All teachers will incorporate ELD strategies into their Math block to address gaps. These strategies will be</p>	<p>ELD strategies in math were not consistently monitored through walkthroughs this year. The primary focus</p>		

<p>used during whole group and small group instruction. Teachers will use data from the ELPAC, progress monitoring data from NextGen, STAR Math, and GoMath chapter tests. Teachers will use digital tools, visual models, manipulatives, and their Mathematical Thinking Classroom training to support ELD instruction.</p>	<p>remained on mathematical thinking strategies, and moving forward, there will be a need to increase attention on embedding and monitoring ELD strategies within math lessons to better support English learners' language development alongside their mathematical understanding.</p>		
<p>A tiered system of support for mathematics will be created and implemented. Tier 2 is targeted instruction given to students who are one grade level below or more. This system will include instruction that is delivered in small groups as a pull out for identified students with aide support and the reteaching of missed concepts or gaps. We will use data from STAR Math, NextGEN, and GoMath Chapter Tests to determine which students are falling one grade level or more below and need Tier 2 support. The groups will be fluid and based on the student's needs at that time.</p>	<p>We were unable to meet our Tier Two math goal due to limited funding. Despite our best efforts to secure the necessary resources, financial constraints hindered our ability to fully implement and complete the program as planned. We were able to serve our K-2 population for the end of the year, but would like to find a way to serve our entire school. We remain committed to finding solutions to overcome these challenges and continue working towards our educational objectives.</p>	<p>Instructional supplies to support Tier 2 mathematics instruction 4300-00: Supplies & Materials LCFF- Base 1500</p>	
Total Amounts:			

Goal 2, Comprehensive Educational Experience

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures						
<p>Formalize a School Attendance Team: To systematize the attendance work schoolwide and create a plan for schoolwide attendance actions, we will create a SAT team to lead the work. This team is responsible for organizing the schools' attendance strategy. First, they are charged with looking at individual students who are chronically absent and ensuring their needs are met using all available resources. Second, they monitor what is happening overall for all students and student sub-groups at a school site focusing specifically on EL and students in grades TK-1. This will include:</p> <ul style="list-style-type: none"> *Coordinate the school's multi-tiered strategy to reduce chronic absence. *Use qualitative and quantitative data to understand the attendance challenges at their school. *Use trend data to identify which sub-groups of students are most vulnerable to absenteeism. *Ensure that success mentors receive guidance and support to help mentees overcome barriers to attendance. *Connect families and students to need-based resources. *Monitor progress. *Share plan with existing teams, PBIS Tier 1 and Tier 2. 	<p>An existing team took on the role of School Attendance Team. The last 15 minutes of most meetings was spent talking about attendance and looking at data. Identified students with attendance concerns were supported by either an administrator, school nurse, or school social worker. Academic coach invited parents of students with attendance concerns to SST meetings to talk about parents how we could support them in their challenge sending their children to school. Additional events were offered this year, different from last year. Examples are Books and Bingo, and Math and Munchies. Additionally Old River won the district attendance competition, March Madness. We added a new component where classes maintaining improved or above goal attendance levels are recognized and the class with the largest improvement are given a cowboy hat to add something new.</p>	<table border="1"> <tr> <td data-bbox="812 258 1170 373">4300-00: Supplies & Materials LCFF- Base 1000.00</td> <td data-bbox="1170 258 1529 373"></td> </tr> <tr> <td data-bbox="812 373 1170 489">4300-00: Supplies & Materials LCFF- Base 900.00</td> <td data-bbox="1170 373 1529 489"></td> </tr> <tr> <td data-bbox="812 489 1170 604">1100-02: Certificated Teachers - Extra Duty LCFF- Base 500.00</td> <td data-bbox="1170 489 1529 604"></td> </tr> </table>	4300-00: Supplies & Materials LCFF- Base 1000.00		4300-00: Supplies & Materials LCFF- Base 900.00		1100-02: Certificated Teachers - Extra Duty LCFF- Base 500.00		
4300-00: Supplies & Materials LCFF- Base 1000.00									
4300-00: Supplies & Materials LCFF- Base 900.00									
1100-02: Certificated Teachers - Extra Duty LCFF- Base 500.00									

<p>Team will include the principal, social worker, nurse, attendance clerk, SST coordinator, teacher, and parent.</p>				
<p>Building Relationships: Build student-teacher/staff and student-student relationships increasing the number of students who feel that they belong at Old River, including a focus on the subgroup ELL and students in grades TK - 1 as they have the highest chronic absenteeism.</p> <p>Chronically absent students view their relationships with their teachers as the most important factor affecting their school attendance. Students with the highest truancy rate from the previous year are identified and teachers and staff focus on building a relationship with them and their families. Focus on building relationships with students who had chronic truancy the previous year with an emphasis on ELL and students in grades TK-1 at the staff meeting. Teachers are provided the names of their students who were considered chronically absent the previous year and will plan relationship-building ideas to use with them. This may include verbal connections like “I am really glad you are here today”, working with the student to set goals, or try the 2x10 strategy. Classified staff will be provided with the name of one student with high</p>	<p>Staff utilized greetings at the door and SEL curriculum, Character Strong to build relationship with students. With a focus on TK-1, all three grades levels grew during the year, with Kindergarten growing the most at 2.62%. Students considered chronically absent were targeted and provided additional support by teachers and support team. CA decreased from 25% to 20.67%. We did not start Big Buddies, but will instead look at that for next year.</p>	<table border="1"> <tr> <td data-bbox="818 310 1159 424"> <p>4300-00: Supplies & Materials LCFF- Base 1000.00</p> </td> <td data-bbox="1175 310 1516 424"></td> </tr> </table>	<p>4300-00: Supplies & Materials LCFF- Base 1000.00</p>	
<p>4300-00: Supplies & Materials LCFF- Base 1000.00</p>				

<p>truancy rates. The staff members will focus on building connections with their students. Student to Student - Add Big Buddies so students have an older mentor for support</p>			
<p>Communication: Increase intentional and engaging communication with families and community on the importance of attendance and chronic absenteeism</p>	<p>Information about the importance of attendance was included in most Family Newsletters, parent conferences, and IEP meetings when appropriate. Schoolwide we started an classroom incentive where classes receive a hat if they had the greatest improvement in attendance. That class added something to the hat and brought it back to the next assembly.</p>	<p>4300-00: Supplies & Materials LCFF- Base 500.00</p>	
		<p>4300-00: Supplies & Materials LCFF- Base 500.00</p>	
		<p>4300-00: Supplies & Materials LCFF- Base 500.00</p>	
Total Amounts:			

Goal 3, Student Engagement & Campus Climate

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Our Tier 1 Positive Behavioral Intervention Supports programs ensure that all students are explicitly taught behavior expectations and that all school staff reinforce, correct, and incentivize student behavior uniformly. We utilize our AP, BIA, Phycologist, Special Worker, and other support staff in addressing social skills, social-emotional needs, and other behaviors to be proactive in intervening and developing the appropriate behaviors with designated students based on data. The staff will continue to work collaboratively on identifying major behaviors vs minor behaviors. At Staff meetings, data will be presented and time will be spent discussing major and minor behaviors on campus and the systems that are in place for Tier 1 services. The school wide behavioral expectations are (BOOTS) Be Responsible, Operate Safely, Own Your Actions, Take Initiative, Show Respect. Sample lessons are provided in the PBIS Handbook to assure consistent messaging throughout. Old River site focus for the first quarter will be our Tier 1 procedures of teaching expectations, communicating with all partners, and monitoring data. We will continue</p>	<p>The outlined strategy reflects a strong, proactive commitment to fostering a positive and supportive school culture through the continued implementation of Tier 1 PBIS systems. By explicitly teaching behavioral expectations and reinforcing them through consistent staff practices, the school ensures clarity, fairness, and a shared language around student behavior. The integration of support personnel—including the Assistant Principal, Behavior Intervention Aide (BIA), Psychologist, and Special Services Worker—demonstrates a collaborative, multi-tiered approach to addressing students’ social-emotional and behavioral needs. A clear strength of this action plan is its focus on data-driven decision-making. Regular analysis of SWIS or behavior data during staff meetings, coupled with ongoing professional dialogue, supports the refinement of systems and ensures that interventions are both timely and targeted. The emphasis on distinguishing between major and minor behaviors strengthens consistency in behavior management across classrooms and common areas. The use of the school-wide BOOTS expectations and PBIS Handbook sample lessons contributes to the fidelity</p>	<p>4300-00: Supplies & Materials LCFF- Base 1800.00</p> <p>4300-00: Supplies & Materials LCFF- Base 200.00</p>	

<p>focusing on identifying major and minor behaviors for the school and furthering our implementation of Character Strong as a SEB support for all students on campus. We will use data to develop a 60 day plan. We would also like to get a PBIS Store for our incentive program.</p>	<p>of implementation, ensuring that students receive unified messaging. Additionally, the plan to continue Character Strong lessons and develop a 60-day action plan underscores the school's dedication to embedding social-emotional learning (SEL) into the daily school experience. The proposal to add a PBIS Store is a positive step toward reinforcing expected behaviors through meaningful incentives, further promoting student engagement and motivation. Overall, this strategy aligns well with SPSA Goal 3 by creating a safe, respectful, and inclusive school environment that prioritizes both preventative measures and early interventions to support student success.</p>			
<p>Our Tier 2 Positive Behavior Intervention Support program ensures that 5-10% of all students are supported with an intervention that meets their specific need. For each identified student, the BIA, Assistant principal, Psychologist, Social Worker, teachers, and other support staff will work collaboratively with the student to reach their desired academic or behavioral goals with a focus on the function of the behavior. At a Tier 2 level, there will be a clear and concise nomination process followed to identify students recommended for intervention services.</p>	<p>The Tier 2 PBIS strategy demonstrates a targeted and data-informed approach to supporting the social-emotional and behavioral needs of students requiring more intensive interventions. By identifying and supporting approximately 5–10% of students through structured, individualized supports, the school is actively addressing barriers that impact academic and behavioral success. A key strength of this approach is the collaborative model involving the Assistant Principal, Behavior Intervention Aide (BIA), School Psychologist, Social Worker, classroom</p>	<table border="1"> <tr> <td data-bbox="818 1150 1159 1262"> <p>4300-00: Supplies & Materials LCFF- Base 500.00</p> </td> <td data-bbox="1175 1150 1516 1262"></td> </tr> </table>	<p>4300-00: Supplies & Materials LCFF- Base 500.00</p>	
<p>4300-00: Supplies & Materials LCFF- Base 500.00</p>				

Interventions are data driven and function based. Students will graduate out of the intervention support when goals are met. During team meetings, discussions will take place around the fidelity and appropriateness of each intervention being offered based on the individual needs.

teachers, and additional support staff. This multidisciplinary team ensures that interventions are not only behaviorally focused, but also holistic, addressing root causes and functions of behavior. The focus on function-based intervention is essential for sustainability and long-term student success. The establishment of a clear and concise nomination process promotes equitable access to Tier 2 supports, helping to ensure students are identified consistently and fairly across the school. The plan's commitment to using data to guide intervention decisions and monitor student progress further strengthens the integrity of the Tier 2 system. Regular team discussions around the fidelity and appropriateness of interventions allow for ongoing adjustments based on individual student needs, which supports personalized learning and behavioral outcomes. Additionally, the use of goal-based exit criteria reinforces the purposefulness of Tier 2 supports, encouraging student independence and acknowledging growth. This tiered support model aligns well with the school's overall PBIS framework and enhances the campus climate by ensuring that students with additional needs are met with timely, effective, and compassionate interventions. Overall, this

	<p>Tier 2 strategy is well-aligned with SPSA Goal 3 by promoting a structured and responsive support system that prioritizes both equity and student well-being.</p>	
Total Amounts:		

Goal 4, Parent & Family Engagement

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Old River Elementary will provide at least three parent engagement activities and educational opportunities for all parents at various times. These planned events include but are not limited to; Family Picnic, Coffee with Principal, Meet the Teacher (before the first day of school), Back to School Night, Family Math/STEM Activities, Parent Club , (Dances, Family Picnic), school listening post, Parent Conferences and Open House. Interpreters will be made available for parents as needed</p>	<p>Old River Elementary will provide at least three parent engagement activities and educational opportunities for all parents at various times. These planned events include but are not limited to; Family Picnic, Coffee with Principal, Meet the Teacher (before the first day of school), Back to School Night, Math and Munchies, Books and Bingo, Parent Club , (Dances, Family Picnic), Parent Conferences and Open House. Interpreters will be made available for parents as needed</p>	<p>4300-00: Supplies & Materials LCFF- Base \$300</p>	
<p>Old River will invite parents to be part of school committees/team to provide input on school governance (ELAC, SSC, Traffic Taskforce, Climate and Culture, School Leadership team). Identify & determine the training needed to meet the specific need for each volunteer opportunity.</p>	<p>This year, Old River Elementary actively invited parents to participate in various school committees and teams to provide input on school governance. Opportunities included involvement in the English Learner Advisory Committee (ELAC), School Site Council (SSC), and Parent Club. Parents were encouraged to share their perspectives and help shape school policies and initiatives. To support meaningful participation, we identified the specific training needs for each volunteer opportunity and provided appropriate guidance and resources to ensure parents were well-prepared and confident in their roles. These efforts</p>	<p>4300-00: Supplies & Materials LCFF- Base 300</p> <p>4300-00: Supplies & Materials LCFF- Base 300</p>	

	<p>promoted collaborative decision-making and strengthened the connection between families and school leadership.</p>	
<p>Old River will hold an informational meeting each semester regarding ways to get involved as a parent and how to support their student academically. Opportunity to offer suggestions for learning needs will be provided. A translator will be available for these meetings. During this meeting, opportunities to be involved with ELAC will be available to parents of EL students. The site focus for semester 1 is an engagement opportunity for EL families.</p>	<p>Old River did not hold meeting, but instead sent out a survey to garner feedback at the beginning and end of the year.</p>	
Total Amounts:		

Goal 5, Professional Learning/Professional Development

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>The ILT will meet monthly to develop leadership capacity as well as to make school decisions based on data. The ILT will receive extra duty pay for meeting beyond the school day. ILT will be asked to present at staff meetings topics based on teacher need and give one hour of prep time to prepare for PLC. The site focus for Semester 1 is a focus on data cycles and knowing if our students learned the taught skill in PLCs.</p>	<p>The ILT met monthly and supported trainings. They primarily trained with their grade level. PLC team moved forward three data cycles with a focus on knowing if the students learned the content.</p>	<p>1200-02: Certificated Support - Extra Duty LCFF- Base 6000.00</p> <p>4200-00: Books - Other Than Textbooks LCFF- Base 525.00</p> <p>1100-02: Certificated Teachers - Extra Duty LCFF- Base 6,750</p>	
<p>Implement the Observation Feedback and Coaching cycle based on Impact Teams model All teachers participate in twice per year observation, feedback, coaching process. All teachers will take a survey identifying their comfort level with professional learning and specific high engagement strategies Professional learning occurs during mini-lessons during staff meetings Based on teacher comfort levels with the identified focus strategies via survey, grade level coach will plan the observation, feedback, and coaching session twice per year with the teachers in their teams. The site focus for the year is the OFC model.</p>	<p>We did not move forward a coaching cycle in the way described. We instead completed coaching cycles informally.</p>	<p>1200-01: Certificated Support - Substitutes LCFF- Base 1,080.00</p>	

<p>Teachers will collaborate during the 1st, 2nd, and 3rd quarters for one full day to work on their grade-level planners, review student data, and share best practices to increase their use and comfort level of school best practices..</p>	<p>This happened as described. Grade levels met three time and focused on their grade level planner, data analysis, and in the last meeting, they were offered professional learning on fostering mathematical thinking.</p>	<p>1100-01: Certificated Teachers - Subs LCFF-Base 15,660</p>	
<p style="text-align: right;">Total Amounts:</p>			