



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rudolph Rivera Elementary School	24657710131664		

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

The School Plan for Student Achievement (SPSA) for Rivera Elementary School was developed in alignment with the requirements of the Every Student Succeeds Act (ESSA). Through this process, the school identifies resource inequities, analyzes student performance data, and determines areas of need. Based on this analysis, Rivera Elementary establishes targeted goals and identifies specific actions and strategies to achieve them. Measurable outcomes are selected to guide and monitor the effectiveness of these actions. Throughout the school year, Rivera Elementary School regularly engages with its educational partners to provide updates, gather input, and incorporate feedback to ensure the plan remains responsive to the needs of the school community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Single Plan for Student Achievement (SPSA) is developed through collaboration among the School Site Leadership Team (SLT), the School Site Council (SSC), and the English Learner Advisory Committee (ELAC). These educational partners work together to ensure the plan reflects the needs and goals of the school community. The SPSA is reviewed periodically throughout the school year with these stakeholder groups to monitor progress and make adjustments as needed. The plan is formally reviewed and approved by the Board of Education each June.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Rivera Elementary School is not eligible for ATSI or CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

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

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

Other Needs

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

The use of state and local assessments to inform instruction and improve student achievement, in alignment with the Elementary and Secondary Education Act (ESEA), includes—but is not limited to—data from the California Assessment of Student Performance and Progress (CAASPP), the Initial and Summative English Language Proficiency Assessments for California (ELPAC), District Progress Assessments (DPA), Oral Reading Fluency (ORF) through Acadience, and Writing Performance Tasks (WPT). Teachers analyze this data collaboratively through Professional Learning Communities (PLCs) to monitor student progress and identify areas of need. The data also supports the principal in making informed decisions regarding the placement of students into tiered groups to ensure appropriate and targeted interventions.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.83%	0.45%	0.22%	7	4	2
African American	8.21%	10.40%	8.40%	69	93	77
Asian	12.38%	13.31%	12.43%	104	119	114
Filipino	1.43%	1.12%	1.31%	12	10	12
Hispanic/Latino	60.6%	61.07%	64.12%	509	546	588
Pacific Islander	0.48%	0%%	0.11%	4	0	1
White	10.6%	7.94%	7.52%	89	71	69
Two or More Races	3.33%	3.80%	4.47%	28	34	41
Not Reported	2.14%	1.90%	1.42%	18	17	13
Total Enrollment				840	894	917

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten	0	48	44
Kindergarten	137	119	123
Grade 1	92	126	117
Grade 2	116	106	124
Grade3	123	120	123
Grade 4	113	131	122
Grade 5	124	116	134
Grade 6	135	128	130
Total Enrollment	840	894	917

Conclusions based on this data:

1. Rivera Elementary School continues to have the largest elementary school enrollment in the Merced City School District, with over 900 students currently enrolled.

2. During the 2024–2025 school year, Rivera Elementary experienced a slight decrease in African American student enrollment, with a reduction of 16 students. This represents a notable shift from the 2023–2024 school year, during which the school saw an increase of 24 African American students.
3. The overall enrollment for the 2024–2025 school year increased by 23 students compared to the 2023–2024 school year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	87	81	73	9.7%	9.1%	8.0%
Fluent English Proficient (FEP)	25	33	22	28.7%	3.7%	2.4%
Reclassified Fluent English Proficient (RFEP)	24	23	16	27.6%	2.9%	1.7%

Conclusions based on this data:

1. The percentage of English Learners (EL) and Fluent English Proficient (FEP) students decreased during the 2024–2025 school year when compared to the 2023–2024 school year.
2. Based on data from the past three years, Rivera Elementary School has experienced a downward trend in the number of English Learner (EL) students enrolled.
3. The number of English Learner (EL) students who have been reclassified as Reclassified Fluent English Proficient (RFEP) has increased significantly over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	126	121	124	126	121	120	126	121	120	100.0	100	96.8
Grade 4	110	135	122	109	134	121	109	134	121	99.1	99.3	99.2
Grade 5	122	125	131	121	123	129	121	123	129	99.2	98.4	98.5
Grade 6	130	131	134	129	131	133	129	131	133	99.2	100	99.3
All Grades	488	512	511	485	509	503	485	509	503	99.4	99.4	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2364.	2389.	2382.	13.49	13.22	9.17	12.70	19.83	23.33	26.19	26.45	29.17	47.62	40.50	38.33
Grade 4	2424.	2405.	2451.	10.09	14.18	20.66	21.10	9.70	23.14	28.44	23.13	15.70	40.37	52.99	40.50
Grade 5	2447.	2465.	2448.	7.44	8.13	7.75	19.01	28.46	20.16	23.14	27.64	28.68	50.41	35.77	43.41
Grade 6	2503.	2510.	2506.	10.85	13.74	9.77	26.36	29.77	31.58	34.88	29.77	30.83	27.91	26.72	27.82
All Grades	N/A	N/A	N/A	10.52	12.38	11.73	19.79	21.81	24.65	28.25	26.72	26.24	41.44	39.10	37.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.52	4.13	10.00	55.56	69.42	58.33	34.92	26.45	31.67
Grade 4	7.34	8.21	17.36	69.72	58.21	60.33	22.94	33.58	22.31
Grade 5	7.44	9.76	4.65	58.68	60.16	63.57	33.88	30.08	31.78
Grade 6	9.30	15.27	15.79	62.02	55.73	54.89	28.68	29.01	29.32
All Grades	8.45	9.43	11.93	61.24	60.71	59.24	30.31	29.86	28.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.35	9.92	5.83	49.21	54.55	52.50	44.44	35.54	41.67
Grade 4	7.34	10.45	13.22	53.21	41.04	53.72	39.45	48.51	33.06
Grade 5	7.50	7.32	6.98	55.00	63.41	51.16	37.50	29.27	41.86
Grade 6	10.85	12.98	11.28	55.04	60.31	57.89	34.11	26.72	30.83
All Grades	8.06	10.22	9.34	53.10	54.62	53.88	38.84	35.17	36.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.17	9.09	5.83	69.05	74.38	74.17	27.78	16.53	20.00
Grade 4	3.67	5.22	9.09	74.31	73.13	69.42	22.02	21.64	21.49
Grade 5	4.96	8.94	7.75	68.60	73.98	72.09	26.45	17.07	20.16
Grade 6	10.08	13.74	10.53	77.52	65.65	72.93	12.40	20.61	16.54
All Grades	5.57	9.23	8.35	72.37	71.71	72.17	22.06	19.06	19.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.32	10.74	10.00	61.11	63.64	65.83	28.57	25.62	24.17
Grade 4	5.50	8.21	13.22	72.48	58.21	64.46	22.02	33.58	22.31
Grade 5	6.61	9.76	8.53	60.33	73.17	65.89	33.06	17.07	25.58
Grade 6	18.60	17.56	11.28	63.57	64.12	68.42	17.83	18.32	20.30
All Grades	10.52	11.59	10.74	64.12	64.64	66.20	25.36	23.77	23.06

Conclusions based on this data:

1. Analysis of CAASPP English Language Arts results shows mixed performance between the 2023–2024 and 2024–2025 school years. While the percentage of students meeting the standard increased from 21.81% to 24.65%, the

percentage of students exceeding the standard slightly declined, and the overall mean scale scores across several grade levels showed minor fluctuations.

2. Across grade levels, the percentage of students performing in the “Standard Not Met” category decreased from 39.10% in 2023–2024 to 37.38% in 2024–2025. At the same time, the percentage of students in the “Nearly Met” category remained relatively stable, indicating gradual progress but also highlighting the continued need for targeted academic support to move more students into the “Met” and “Exceeded” performance levels.
3.

Reading:
When comparing the 2023–2024 and 2024–2025 school years, the percentage of students performing above standard in reading increased from 9.43% to 11.93%, while the percentage of students below standard decreased slightly from 29.86% to 28.83%. These results indicate gradual improvement in students’ ability to comprehend literary and informational texts, while continued instructional support remains necessary to move more students toward proficiency

Writing:
Writing performance remained relatively stable between the 2023–2024 and 2024–2025 school years. The percentage of students above standard slightly declined from 10.22% to 9.34%, while the percentage of students below standard increased slightly from 35.17% to 36.78%. These results suggest that continued emphasis on structured writing instruction and targeted support will be important to strengthen student writing outcomes.

Listening:
Student performance in listening remained generally consistent between the 2023–2024 and 2024–2025 school years. While the percentage of students above standard decreased slightly from 9.23% to 8.35%, the percentage of students at or near standard increased slightly from 71.71% to 72.17%, indicating that the majority of students continue to demonstrate effective listening and communication skills.

Research / Inquiry
Performance in research and inquiry remained stable overall, with the percentage of students above standard decreasing slightly from 11.59% to 10.74%, while the percentage of students at or near standard increased from 64.64% to 66.20%. These results suggest that most students are demonstrating adequate skills in analyzing and presenting information, though additional opportunities for deeper inquiry and critical thinking may help increase the number of students performing above standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	125	121	124	125	121	122	125	121	122	100.0	100	98.4
Grade 4	109	135	122	108	135	121	108	135	121	99.1	100	99.2
Grade 5	122	125	131	121	122	129	121	122	129	99.2	97.6	98.5
Grade 6	129	131	134	128	131	133	128	131	133	99.2	100	99.3
All Grades	485	512	511	482	509	505	482	509	505	99.4	99.4	98.8

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2381.	2383.	2389.	7.20	2.48	5.74	21.60	24.79	22.13	21.60	23.97	27.87	49.60	48.76	44.26
Grade 4	2427.	2414.	2415.	6.48	2.22	2.48	18.52	16.30	13.22	34.26	32.59	38.02	40.74	48.89	46.28
Grade 5	2426.	2441.	2425.	1.65	4.10	2.33	5.79	10.66	6.98	28.93	25.41	23.26	63.64	59.84	67.44
Grade 6	2457.	2452.	2441.	6.25	1.53	5.26	9.38	9.92	9.77	29.69	32.06	21.80	54.69	56.49	63.16
Grade 11															
All Grades	N/A	N/A	N/A	5.39	2.55	3.96	13.69	15.32	12.87	28.42	28.68	27.52	52.49	53.44	55.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.00	5.79	11.48	44.00	53.72	50.00	48.00	40.50	38.52
Grade 4	9.26	3.70	4.13	43.52	43.70	42.15	47.22	52.59	53.72
Grade 5	3.31	4.92	0.78	31.40	33.61	36.43	65.29	61.48	62.79
Grade 6	3.13	4.58	4.51	35.94	31.30	28.57	60.94	64.12	66.92
Grade 11									
All Grades	5.81	4.72	5.15	38.59	40.47	39.01	55.60	54.81	55.84

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.00	10.74	8.20	42.40	40.50	47.54	45.60	48.76	44.26
Grade 4	8.33	5.93	4.13	50.93	45.93	47.93	40.74	48.15	47.93
Grade 5	1.65	5.74	3.10	47.11	48.36	44.96	51.24	45.90	51.94
Grade 6	7.03	4.58	4.51	45.31	46.56	39.10	47.66	48.85	56.39
All Grades	7.26	6.68	4.95	46.27	45.38	44.75	46.47	47.94	50.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.20	6.61	3.28	52.80	64.46	63.11	36.00	28.93	33.61
Grade 4	13.89	8.15	6.61	42.59	48.15	54.55	43.52	43.70	38.84
Grade 5	0.83	3.28	3.10	52.07	58.20	54.26	47.11	38.52	42.64
Grade 6	7.81	2.29	8.27	53.13	61.07	51.13	39.06	36.64	40.60
All Grades	8.30	5.11	5.35	50.41	57.76	55.64	41.29	37.13	39.01

Conclusions based on this data:

1. Comparison of the 2023–2024 and 2024–2025 CAASPP Mathematics results shows modest overall growth in student performance, with the school demonstrating an increase of approximately 2 points in the overall mathematics score on the California School Dashboard. This suggests slight improvement in mathematics achievement across the school.
2. The mathematics data indicates that while overall growth was modest, the improvement in the overall dashboard score suggests that some students moved closer to meeting grade-level standards between the 2023–2024 and 2024–2025 school years.
3. Despite the slight improvement in overall mathematics performance, the data indicates that continued instructional focus and targeted interventions remain necessary to increase the number of students meeting or exceeding grade-level expectations in mathematics.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1435.9	1379.5	*	1437.1	1388.7	*	1432.9	1358.1	*	14	18	10
1	*	*	1432.3	*	*	1443.7	*	*	1420.4	9	10	11
2	1452.8	*	*	1455.3	*	*	1450.0	*	*	11	11	7
3	1481.8	*	*	1477.6	*	*	1485.4	*	*	15	10	10
4	1524.8	*	*	1544.4	*	*	1504.9	*	*	16	10	7
5	1516.6	1539.9	1515.5	1510.7	1546.4	1522.1	1521.8	1533.1	1508.4	19	11	15
6	1523.1	1562.7	1525.4	1524.9	1564.2	1524.7	1520.6	1560.8	1525.6	17	13	11
All Grades										101	83	71

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.43	11.11	*	28.57	22.22	*	35.71	22.22	*	14.29	44.44	*	14	18	*
1	*	*	0.00	*	*	54.55	*	*	9.09	*	*	36.36	*	*	11
2	0.00	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
3	20.00	*	*	20.00	*	*	40.00	*	*	20.00	*	*	15	*	*
4	25.00	*	*	56.25	*	*	18.75	*	*	0.00	*	*	16	*	*
5	21.05	27.27	20.00	47.37	54.55	46.67	10.53	18.18	6.67	21.05	0.00	26.67	19	11	15
6	11.76	53.85	18.18	47.06	30.77	63.64	35.29	15.38	0.00	5.88	0.00	18.18	17	13	11
All Grades	15.84	20.73	11.27	37.62	32.93	47.89	31.68	20.73	11.27	14.85	25.61	29.58	101	82	71

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	11.11	*	35.71	22.22	*	35.71	27.78	*	14.29	38.89	*	14	18	*
1	*	*	18.18	*	*	45.45	*	*	9.09	*	*	27.27	*	*	11
2	9.09	*	*	27.27	*	*	36.36	*	*	27.27	*	*	11	*	*
3	33.33	*	*	26.67	*	*	20.00	*	*	20.00	*	*	15	*	*
4	62.50	*	*	37.50	*	*	0.00	*	*	0.00	*	*	16	*	*
5	26.32	72.73	66.67	57.89	27.27	6.67	5.26	0.00	0.00	10.53	0.00	26.67	19	11	15
6	35.29	61.54	45.45	52.94	30.77	36.36	5.88	7.69	9.09	5.88	0.00	9.09	17	13	11
All Grades	30.69	35.37	36.62	39.60	29.27	32.39	15.84	17.07	8.45	13.86	18.29	22.54	101	82	71

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	16.67	*	*	11.11	*	*	27.78	*	*	44.44	*	*	18	*
1	0.00	*	0.00	16.67	*	27.27	8.33	*	45.45	75.00	*	27.27	12	*	11
2	6.25	*	*	43.75	*	*	18.75	*	*	31.25	*	*	16	*	*
3	0.00	*	*	20.00	*	*	33.33	*	*	46.67	*	*	15	*	*
4	0.00	*	*	23.08	*	*	38.46	*	*	38.46	*	*	13	*	*
5	13.33	0.00	0.00	13.33	54.55	33.33	26.67	27.27	33.33	46.67	18.18	33.33	15	11	15
6	0.00	23.08	0.00	23.53	38.46	36.36	41.18	30.77	45.45	35.29	7.69	18.18	17	13	11
All Grades	4.95	9.76	4.23	24.75	30.49	22.54	39.60	25.61	42.25	30.69	34.15	30.99	101	82	71

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	22.22	*	71.43	44.44	*	14.29	33.33	*	14	18	*
1	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
2	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*
3	26.67	*	*	46.67	*	*	26.67	*	*	15	*	*
4	50.00	*	*	50.00	*	*	0.00	*	*	16	*	*
5	10.53	36.36	13.33	68.42	63.64	66.67	21.05	0.00	20.00	19	11	15
6	0.00	46.15	27.27	82.35	46.15	54.55	17.65	7.69	18.18	17	13	11
All Grades	19.80	30.49	19.72	64.36	52.44	57.75	15.84	17.07	22.54	101	82	71

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	5.56	*	71.43	50.00	*	14.29	44.44	*	14	18	*
1	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
2	27.27	*	*	45.45	*	*	27.27	*	*	11	*	*
3	33.33	*	*	46.67	*	*	20.00	*	*	15	*	*
4	75.00	*	*	25.00	*	*	0.00	*	*	16	*	*
5	78.95	81.82	66.67	10.53	18.18	6.67	10.53	0.00	26.67	19	11	15
6	88.24	84.62	72.73	5.88	15.38	9.09	5.88	0.00	18.18	17	13	11
All Grades	53.47	41.46	47.89	31.68	35.37	29.58	14.85	23.17	22.54	101	82	71

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	21.43	16.67	*	64.29	44.44	*	14.29	38.89	*	14	18	*
1	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
2	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
3	6.67	*	*	46.67	*	*	46.67	*	*	15	*	*
4	6.25	*	*	56.25	*	*	37.50	*	*	16	*	*
5	10.53	9.09	6.67	57.89	72.73	46.67	31.58	18.18	46.67	19	11	15
6	0.00	15.38	0.00	35.29	61.54	36.36	64.71	23.08	63.64	17	13	11
All Grades	7.92	9.76	5.63	52.48	53.66	52.11	39.60	36.59	42.25	101	82	71

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.71	31.25	*	42.86	18.75	*	21.43	50.00	*	14	16	*
1	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
2	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
3	13.33	*	*	66.67	*	*	20.00	*	*	15	*	*
4	18.75	*	*	56.25	*	*	25.00	*	*	16	*	*
5	26.32	18.18	0.00	47.37	63.64	66.67	26.32	18.18	33.33	19	11	15
6	17.65	46.15	9.09	76.47	53.85	72.73	5.88	0.00	18.18	17	13	11
All Grades	18.81	21.25	9.86	58.42	48.75	63.38	22.77	30.00	26.76	101	80	71

Conclusions based on this data:

1. Comparison of the 2023–2024 and 2024–2025 ELPAC results indicates that Rivera Elementary School maintained steady progress in English language development, with a slight increase in the percentage of students performing at the higher proficiency levels. This suggests that English Learner students continue to make gradual progress toward English proficiency.
2. The data indicates a modest increase in the percentage of students performing in ELPAC Levels 3 and 4, demonstrating that more English Learners are progressing toward or achieving English language proficiency compared to the previous school year.
3. While progress has been observed among students reaching higher proficiency levels, a portion of students continue to perform in ELPAC Levels 1 and 2, indicating the ongoing need for targeted English Language Development instruction and continued support to accelerate language acquisition.

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.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
917	75.8%	8%	0.7%
Total Number of Students enrolled in Rudolph Rivera 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	8%
Foster Youth	6	0.7%
Homeless	12	1.3%
Socioeconomically Disadvantaged	695	75.8%
Students with Disabilities	81	8.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	77	8.4%
American Indian	2	0.2%
Asian	114	12.4%
Filipino	12	1.3%
Hispanic	588	64.1%
Two or More Races	41	4.5%
Pacific Islander	1	0.1%
White	69	7.5%

Conclusions based on this data:

1. Rivera Elementary School serves a large and diverse student population, with 917 students enrolled during the 2024–2025 school year. Of these students, 75.8% are identified as socioeconomically disadvantaged, indicating that a significant majority of students may require additional academic and social-emotional supports to ensure equitable access to learning opportunities.
2. The student population includes 8% English Learners, 8.8% students with disabilities, 1.3% students experiencing homelessness, and 0.7% foster youth. These student groups represent populations that may benefit from targeted instructional supports, intervention services, and coordinated resources to promote academic success.
3. Rivera Elementary School serves a culturally diverse community, with Hispanic students representing the largest subgroup at 64.1%, followed by Asian students at 12.4%, African American students at 8.4%, and White students at 7.5%, along with smaller populations representing other racial and ethnic groups. This diversity highlights the importance of culturally responsive instruction and inclusive school practices that support the needs of all students.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Red	Suspension Rate  Red
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

- English Language Arts performance improved from 2024 to 2025, with the distance from standard decreasing from 38.8 to 33.5 points below standard, showing students are moving closer to grade-level expectations. Although overall performance remains in the red range, this progress reflects a positive trend and provides a strong foundation for continued growth in the upcoming year.

2. Mathematics performance declined from 2024 to 2025, with the distance from standard increasing from 74.9 to 81.3 points below standard, indicating students moved further from grade-level expectations. While overall performance is currently in the orange range, this highlights an important area of focus and presents an opportunity for targeted support and growth in the upcoming year.
3. Student engagement indicators showed areas of need. Chronic absenteeism increased from 23.8% in 2024 to 30.6% in 2025, and the suspension rate rose from 2.1% to 5.8%. Both indicators are currently in the red range, highlighting a critical focus area; however, this also presents a strong opportunity to strengthen attendance systems, enhance behavior supports, and improve overall student engagement in the upcoming year.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 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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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 33.5 points below standard Increased 5.3 points 472 Students	English Learners  Orange 64 points below standard Declined 12.5 points 55 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Yellow 37.4 points below standard Increased 4.7 points 386 Students

Students with Disabilities  Orange 119.6 points below standard Increased 3.3 points 55 Students	African American  Orange 59.3 points below standard Maintained -2.7 points 38 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Yellow 26.8 points below standard Increased 3.6 points 59 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Yellow 34.5 points below standard Increased 5.4 points 309 Students
Two or More Races  No Performance Color 14.2 points below standard Maintained 1.5 points 14 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 38.5 points below standard Declined 5.1 points 34 Students

Conclusions based on this data:

1. The California School Dashboard indicates that English Language Arts performance for Rivera Elementary is currently in the Yellow performance level, demonstrating moderate progress toward grade-level standards and reflecting continued growth in overall ELA achievement. English Learners are currently performing in the Orange level, highlighting an important area of focus; however, this presents a valuable opportunity to strengthen targeted supports and accelerate progress. With continued emphasis on effective instruction and intervention, Rivera Elementary is well-positioned to further advance ELA achievement for all students in the upcoming year.
2. The data suggests that ELA performance has improved compared to the previous reporting cycle, as the school moved up one performance level on the California Dashboard. This indicates that instructional strategies and literacy supports are contributing to improved student outcomes in English Language Arts. Students with disabilities are currently performing at the orange level, highlighting an important area of focus; however, this also presents an opportunity to strengthen targeted supports and accelerate growth. With continued emphasis on effective, inclusive practices, Rivera Elementary is well-positioned to build on this progress and improve outcomes for all students in the upcoming year.
3. Although improvement has been observed in English Language Arts performance, the Yellow performance level indicates that additional progress is needed to move the school toward the Green or Blue levels. African American and White student groups are currently performing at the Orange level, highlighting an important area of focus; however, this presents a valuable opportunity to strengthen targeted supports and accelerate growth. Continued emphasis on high-quality literacy instruction, targeted interventions, and data-driven practices will support increased achievement for all students in the upcoming year.

School and Student Performance Data

Academic Performance Mathematics

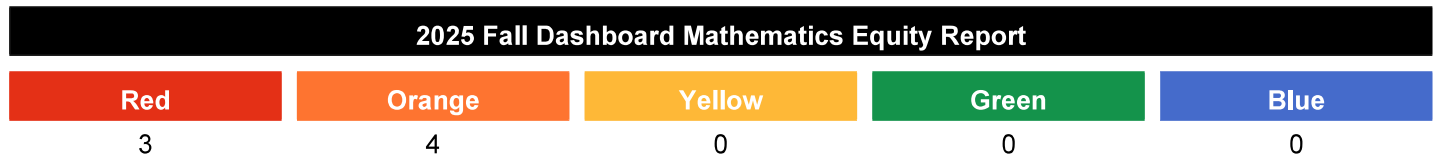
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 81.3 points below standard Declined 6.4 points 475 Students	English Learners  Red 105.7 points below standard Declined 17.2 points 58 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Orange 86.6 points below standard Declined 8.9 points 389 Students

Students with Disabilities  Red 164.6 points below standard Declined 11.9 points 55 Students	African American  Red 106.6 points below standard Maintained -2.2 points 38 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 74.2 points below standard Declined 7.6 points 59 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Orange 80.8 points below standard Declined 4.9 points 312 Students
Two or More Races  No Performance Color 69.9 points below standard Declined 5.3 points 14 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 85.4 points below standard Declined 19.4 points 34 Students

Conclusions based on this data:

1. Mathematics performance for Rivera Elementary School is currently reported in the Orange performance level on the California School Dashboard, with all students performing in the Orange level. This indicates that while some progress has been made, a significant portion of students continue to perform below grade-level standards in mathematics and require continued targeted instructional support; however, this also presents a strong opportunity to focus efforts, strengthen instruction, and accelerate growth in the upcoming year.
2. Analysis of mathematics data across student subgroups shows that English Learners (Red Level), Socioeconomically Disadvantaged students (Orange Level), and Students with Disabilities (Red Level) demonstrate lower performance than the overall student population. While these results highlight areas of need, they also provide a clear direction for targeted intervention and differentiated instruction to close achievement gaps and accelerate progress for each subgroup in the upcoming year.
3. The mathematics data indicates that several student subgroups remain multiple performance levels below the overall student group, including African American students (Red Level), Asian students (Orange Level), Hispanic students (Orange Level), and White students (Orange Level). While these results highlight areas of need, they also provide a clear opportunity to strengthen targeted mathematics interventions, leverage data-driven instruction through Professional Learning Communities (PLCs), and implement additional supports to accelerate growth and improve outcomes for all students in the upcoming year.

School and Student Performance Data

Academic Performance Science

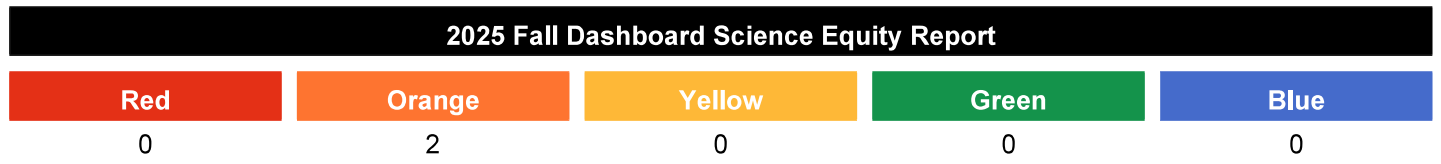
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 41.6 science points Declined 3.3 points 121 Students	English Learners  No Performance Color 38.3 science points Declined 5.5 points 16 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 40.4 science points Declined 4.2 points 101 Students

Students with Disabilities  No Performance Color 18.1 science points Declined 13 points 11 Students	African American  No Performance Color 35.5 science points 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 41.6 science points Declined 4.1 points 12 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 41.5 science points Declined 3.6 points 82 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. The science performance data indicates that Rivera Elementary School continues to support student learning in science; however, performance across several student population subgroups remains below the overall student group. Currently, all students are performing at the Orange level, including Socioeconomically Disadvantaged students and Hispanic students, who are also at the Orange level. While this highlights an area of need, it also presents a strong opportunity to build on existing supports through continued emphasis on standards-based science instruction and inquiry-based learning, positioning students for increased achievement in the upcoming year.
2. Student subgroups including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities demonstrate lower performance levels in science when compared to the overall student population, indicating that additional instructional supports and targeted interventions may help close achievement gaps in science learning.
3. The science data highlights an opportunity to strengthen outcomes for specific student groups through increased access to hands-on investigations, academic language development in science, and cross-curricular integration with literacy and mathematics, which can support improved performance for all learners.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
42.6 making progress.	making progress.
Number Students: 54 Students	Number Students: 6 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.4%	37%	0%	42.6%

Conclusions based on this data:

1. The percentage of English Learners who progressed at least one ELPI level decreased from 57.4% in 2024 to 42.6% in 2025, and English Learner performance is currently in the Red level. While this indicates that fewer students made measurable progress toward English language proficiency during the most recent reporting year, it also highlights a clear opportunity to strengthen targeted language supports and instructional strategies. With a focused approach to designated and integrated ELD, Rivera Elementary is well-positioned to accelerate progress and improve outcomes for English Learners in the upcoming school year.
2. The percentage of students maintaining ELPI levels 1, 2L, 2H, 3L, and 3H increased from 23.0% in 2024 to 37.0% in 2025, suggesting that a larger portion of English Learners remained at their current proficiency level rather than progressing to the next level.
3. The percentage of English Learners who decreased at least one ELPI level increased slightly from 18.0% in 2024 to 20.4% in 2025, indicating a modest rise in students who experienced regression in English language proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Red

30.6% Chronically Absent

Increased 6.8

971 Students

English Learners



Red

30.5% Chronically Absent

Increased 10.3

82 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Foster Youth



No Performance Color

50% Chronically Absent

Increased 19.2

12 Students

Homeless



No Performance Color

82.4% Chronically Absent

Increased 46.6

17 Students

Socioeconomically Disadvantaged



Red

34.8% Chronically Absent

Increased 7.9

805 Students

Students with Disabilities  Orange 33.3% Chronically Absent Declined 1.3 108 Students	African American  Red 55.1% Chronically Absent Increased 12.6 89 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 15.8% Chronically Absent Increased 5.2 120 Students	Filipino  No Performance Color 0% Chronically Absent 0 12 Students	Hispanic  Red 30.7% Chronically Absent Increased 8.4 618 Students
Two or More Races  Red 36.2% Chronically Absent Increased 10.3 58 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 22.5% Chronically Absent Declined 5.9 71 Students

Conclusions based on this data:

1. Chronic absenteeism at Rivera Elementary School increased from 23.8% in 2024 to 30.6% in 2025, indicating that a larger percentage of students were absent for 10% or more of the instructional days during the 2025 school year.
2. Several student subgroups experienced notable increases in chronic absenteeism, including African American students (42.5% to 55.1%), English Learners (20.2% to 30.5%), and Socioeconomically Disadvantaged students (26.8% to 34.8%), suggesting that targeted attendance supports may be necessary to address barriers affecting these populations.
3. The data indicates that high-needs student groups such as Students with Disabilities, Homeless students, and Foster Youth continue to experience elevated levels of chronic absenteeism. Currently, All Students, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Hispanic students, and students with Two or More Races are in the Red level, while Asian and White student groups are in the Orange level. While these results highlight a significant area of need, they also provide a clear opportunity to strengthen attendance interventions, expand family outreach, and enhance support systems to improve student engagement and consistent school attendance in the upcoming year.

School and Student Performance Data

Conditions & Climate Suspension Rate

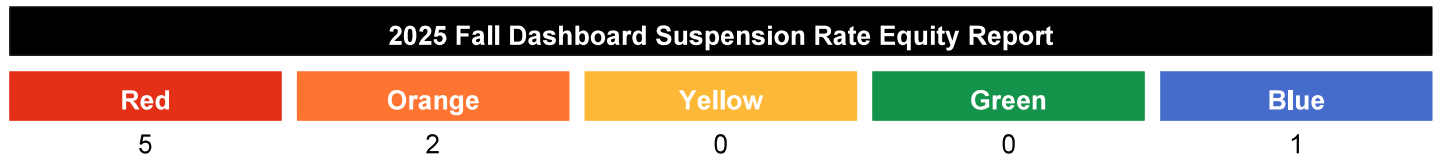
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 5.8% suspended at least one day Increased 3.7% 1020 Students	English Learners  Blue 0% suspended at least one day Declined 1% 85 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color 0% suspended at least one day Declined 9.5% 17 Students	Homeless  No Performance Color 21.1% suspended at least one day Increased 21.1% 19 Students	Socioeconomically Disadvantaged  Red 6.7% suspended at least one day Increased 4.4% 842 Students

Students with Disabilities  Red 10.3% suspended at least one day Increased 8.5% 116 Students	African American  Red 17.5% suspended at least one day Increased 10.9% 97 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 2.5% suspended at least one day Increased 1.7% 121 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Hispanic  Red 4.8% suspended at least one day Increased 3.2% 648 Students
Two or More Races  Orange 3.1% suspended at least one day Increased 3.1% 64 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Red 8.1% suspended at least one day Increased 5.8% 74 Students

Conclusions based on this data:

1. The overall suspension rate at Rivera Elementary School increased from 2.1% in 2024 to 5.8% in 2025, indicating a notable rise in the percentage of students who were suspended at least once during the school year.
2. (6.7% to 17.5%), Hispanic students (1.6% to 4.8%), and Socioeconomically Disadvantaged students (2.2% to 6.7%). Currently, African American, Hispanic, Socioeconomically Disadvantaged, and White student groups are all in the Red level. While these results highlight a need for continued focus, they also present an important opportunity to strengthen proactive behavioral supports, expand restorative practices, and ensure consistent implementation of PBIS strategies to promote positive student behavior and improved outcomes for all students in the upcoming year.
3. The data also shows higher suspension rates among Students with Disabilities (1.8% to 10.3%) and Foster Youth (9.5% to 13.0%), highlighting the importance of strengthening positive behavior supports, restorative practices, and targeted interventions to better support vulnerable student groups. Currently, Students with Disabilities are in the Red level, while Asian students and students with Two or More Races are in the Orange level. While these results identify areas of need, they also present a meaningful opportunity to enhance supports, build on existing systems, and promote improved behavioral outcomes for all students in the upcoming year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement Goals: Math, Reading, and English Learner Re-Classification

By May 2027, through a focused implementation of Ambitious Instruction aligned with the 5Essentials framework, Rudolph Rivera Elementary School will demonstrate measurable improvement in student achievement in English Language Arts and Mathematics. Students in grades K–3 will show double-digit growth from District Progress Assessment (DPA) 1 to DPA 3, while students in grades 4–6 will decrease their Distance from Standard (DFS) by at least 15 points as measured by the California School Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Merced City School District will increase the percent of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum, reflective of student diversity, comprehensive assessments aligned to students' needs, and high-quality instructions that prepare students to successfully enter the next grade level so that they can be prepared for high school, college, and career.

Identified Need

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

California School Dashboard Performance Indicators:

English Language Arts: Distance from Standard (DFS) -33.5 Points

All Students: Moderate Performance - Yellow Band

English Learners, African Americans & SWD: Low Performance: Orange Band

Mathematics: Distance from Standard (DFS) -81.3 Points

All Students, Low Performance: Orange

English Learners, African Americans & SWD: Very Low Performance: Red Band

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
2025–2026 DPA Results: Percentage of Students Demonstrating Double-Digit Academic Growth as Measured by DPA II in ELA.	Reading (ELA): % of students meeting Annual Double-Digit Growth at DPA 2: Grades: K: Met: 14% - Stretch Goal Met: 5% - % Students with Improvement: 53% 1: Met: 31% - Stretch Goal Met: 12% - % Students with Improvement: 46% 2: Met: 37% - Stretch Goal Met: 14% - % Students with Improvement: 60% 3: Met: 33% - Stretch Goal Met: 7% - % Students with Improvement: 44% 4: Met: 44% - Stretch Goal Met: 16% - % Students with Improvement: 46% 5: Met: 40% - Stretch Goal Met: 12% - % Students with Improvement: 42% 6: Met: 56% - Stretch Goal Met: 14% - % Students with Improvement: 50%	By the end of the year, performance is expected to increase to 45% meeting growth, 20% meeting stretch goals, and 55% overall improvement. While this shows progress, the school may not fully meet targets without intensified support, particularly through strong Tier 1 instruction, targeted interventions, and ongoing progress monitoring, especially in primary grades.
2025–2026 DPA Results: Percentage of Students Demonstrating Double-Digit Academic Growth as Measured by DPA II in Mathematics.	Mathematics: % of students meeting Annual Double-Digit Growth at DPA 2: Grades: K: Met: 15% - Stretch Goal Met: 8% - % Students with Improvement: 25% 1: Met: 28% - Stretch Goal Met: 17% - % Students with Improvement: 42% 2: Met: 23% - Stretch Goal Met: 2% - % Students with Improvement: 37% 3: Met: 13% - Stretch Goal Met: 2% - % Students with Improvement: 43% 4: Met: 17% - Stretch Goal Met: 3% - % Students with Improvement: 43% 5: Met: 30% - Stretch Goal Met: 8% - % Students with Improvement: 48% 6: Met: 25% - Stretch Goal Met: 5% - % Students with Improvement: 34%	By the end of the year, performance is expected to increase to 30% meeting growth, 10% meeting stretch goals, and 45% overall improvement. While progress is expected, intensified Tier 1 instruction, targeted interventions, and ongoing monitoring will be needed to meet targets.
2025-2026 Re-Designation Rate	The 2026 English Learner (EL) reclassification rate is presently 3.8%. As additional assessment data is incorporated, the rate is anticipated to increase to approximately 5%, reflecting potential growth in the number of students meeting reclassification criteria.	Through targeted instructional supports and effective English Language Development practices, Rivera Elementary will increase the reclassification rate of English Learners by achieving at least a 10% reclassification rate, equating to approximately 5 out of 52 students, by June 2026.
2024-2025- Mathematics CDE Dashboard	Student participation in the CAASPP Mathematics assessment remained strong in 2024–2025, ensuring reliable and representative data across grades 3–6 for analyzing student achievement and guiding instructional decisions.	Students' subgroups in grades 4–6 will decrease their Distance from Standard (DFS) in mathematics by at least 15 points, as measured by the California School Dashboard, demonstrating improved progress toward meeting grade-level Mathematics standards.

	Mathematics results show a slight decline in overall achievement, with the percentage of students meeting standards decreasing from 15.32% to 12.87%, while the percentage of students not meeting standards increased from 53.44% to 55.64% In 2024–2025, the distance from standard in mathematics increased across several student subgroups: English Learners declined from 88.5 to 105.7 points below standard (–17.2), Students with Disabilities from 152.7 to 164.6 (–11.9), African American students from 104.4 to 106.6 (–2.2), Hispanic students from 75.9 to 80.8 (–4.9), Socioeconomically Disadvantaged students from 77.7 to 86.6 (–8.9), and Asian students from 66.6 to 74.2 points below standard (–7.6).	
2024-2025 -English Language Arts CDE Dashboard	2024–2025 CAASPP English Language Arts results show an increase in the percentage of students meeting the standard, rising from 21.81% to 24.65%, while students exceeding the standard slightly decreased from 12.38% to 11.73%, indicating overall growth in student proficiency. From 2023–2024 to 2024–2025, the percentage of students not meeting ELA standards decreased from 39.10% to 37.38%. Reading performance above standard increased from 9.43% to 11.93%, reading below standard decreased from 29.86% to 28.83%, and research and inquiry performance at or near standard increased from 64.64% to 66.20%. 2024–2025, the distance from standard in ELA changed as follows: English Learners increased from 51.5 to 64 points below standard, Students with Disabilities improved from 122.9 to 119.6, African American students increased from 56.6 to 59.3, Hispanic students improved from 39.9 to 34.5, Socioeconomically Disadvantaged students improved from 42.1 to 37.4, and Asian students improved from 30.4 to 26.8 points below standard.	Students' subgroups in grades 4–6 will decrease their Distance from Standard (DFS) in mathematics by at least 15 points, as measured by the California School Dashboard, demonstrating improved progress toward meeting English Language Arts grade level standards.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Instructional Program: All students at Rivera Elementary—including English Learners, students with disabilities, students requiring additional academic support, and advanced learners across all grade levels—are provided access to the district-adopted, standards-aligned core instructional materials in English Language Arts and Mathematics. These materials align with the California Common Core State Standards (CCSS) and are implemented through the school's Guaranteed Viable Curriculum (GVC) to ensure equitable access to rigorous grade-level instruction for all students. (John Hattie. (2012). Visible Learning for Teachers: Maximizing Impact on Learning) Rivera Elementary provides supplemental instructional materials for students in grades TK–6 to support diverse academic needs. Resources include targeted vocabulary development materials and reading intervention programs, along with additional supports in English Language Arts and Mathematics. These materials promote universal access and differentiated instruction, ensuring that English Learners, students with disabilities, students experiencing learning difficulties, and advanced learners can access grade-level standards and improve academic achievement. (August, D., & Shanahan, T. (Eds.). (2006). Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Lawrence Erlbaum Associates.) Rivera Elementary provides intensive academic intervention for students in grades TK–6 who are performing two or more years below grade level. Students, including English Learners and students with disabilities, receive targeted support in reading and mathematics through structured intervention programs delivered by teachers, intervention staff, and instructional assistants. Instruction is differentiated and aligned to students' assessed levels of need to accelerate learning and support progress toward grade-level standards. (National Center on Intensive Intervention. (2016). Data-Based Individualization: A Framework for Intensive Intervention.) Rivera Elementary provides extended learning opportunities before and after school to support student achievement in reading, writing, and mathematics. These programs offer targeted academic support aligned with the district-adopted	All students	2000.00 0824 1000-1999: Certificated Personnel Salaries Certificated Teacher OT 15,000.00 0824 1000-1999: Certificated Personnel Salaries Certificated Subs 1,500.00 0824 2000-2999: Classified Personnel Salaries IA OT 1,500.00 0824 2000-2999: Classified Personnel Salaries Office and Clerical OT 8,790.00 0824 3000-3999: Employee Benefits 1,000.00 0824 5700-5799: Transfers Of Direct Costs Printshop 3,460.00 0824 5000-5999: Services And Other Operating Expenditures 10,000.00 3010 1000-1999: Certificated Personnel Salaries Certificated OT 5,180.00 3010 1000-1999: Certificated Personnel Salaries Certificated Sub 40,822.00 3010 2000-2999: Classified Personnel Salaries Instructional Aide Salaries 3,000.00 3010 2000-2999: Classified Personnel Salaries Instructional Aides OT 4,000.00

curriculum and grade-level standards, allowing students additional time to strengthen foundational skills and improve overall academic performance. Participation in these extended learning opportunities is designed to support students who need additional practice and reinforcement in core academic areas. (Durlak, J. A., & Weissberg, R. P. (2007). The Impact of After-School Programs That Promote Personal and Social Skills. Collaborative for Academic, Social, and Emotional Learning (CASEL).) At Rivera Elementary, all students identified as English Learners are provided access to the district-adopted, standards-aligned core instructional program in English Language Arts. Instruction is supported by supplemental English Language Development (ELD) materials aligned to the California Common Core State Standards (CCSS) and implemented through designated, integrated ELD instruction to support language acquisition and access to grade-level academic content. (Saunders, W. M., Goldenberg, C., & Marcelletti, D. (2013). English Language Development: Guidelines for Instruction. American Educator, 37(2), 13–25.) Teachers at Rivera Elementary implement the district-adopted, standards-aligned core instructional program and supplemental materials designed to provide universal access and differentiated instruction to meet the needs of all students, including English Learners. (Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2006). Educating English Language Learners: A Synthesis of Research Evidence. Cambridge University Press.) Supplemental materials and instructional supports are provided for English Learners in grades TK–6, including targeted language development resources and instructional strategies aligned with the California Common Core State Standards (CCSS) to support access to grade-level content. (August, D., & Shanahan, T. (Eds.). (2006). Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Lawrence Erlbaum Associates.) Rivera Elementary provides extended learning opportunities before and after school in reading and mathematics to support students who require additional academic assistance and to reinforce core instructional concepts. (Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. L. (2006). Out-of-School-Time Programs: A Meta-Analysis of Effects for At-Risk Students. Review of Educational Research, 76(2), 275–313.)	3010 2000-2999: Classified Personnel Salaries Instructional Aides Sub 14,762 3010 2000-2999: Classified Personnel Salaries CPO Clerk 1000 3010 2000-2999: Classified Personnel Salaries Classified OT 25,972.00 3010 3000-3999: Employee Benefits 3010 4000-4999: Books And Supplies
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	English Learner students are provided opportunities to participate in extended learning programs designed to strengthen English language proficiency, including targeted academic vocabulary development and language practice within core content areas. (Goldenberg, C. (2013). Unlocking the Research on English Learners: What We Know—and Don't Yet Know—about Effective Instruction. American Educator, 37(2), 4–11.) All students identified as English Learners receive instruction using the district-adopted English Language Arts curriculum and CCSS-aligned English Language Development (ELD) materials, ensuring access to rigorous academic instruction while supporting language acquisition. (Saunders, W. M., Goldenberg, C., & Marcelletti, D. (2013). English Language Development: Guidelines for Instruction. American Educator, 37(2), 13–25.) Teachers utilize the locally adopted core curriculum and supplemental materials to provide differentiated instruction that supports the academic progress of all learners, including English Learners and other identified student groups. (Tomlinson, C. A. (2014). The Differentiated Classroom: Responding to the Needs of All Learners (2nd ed.). ASCD.) Rivera Elementary supports ongoing professional development and collaboration for all staff, including participation in Professional Learning Communities (PLCs), training aligned to the Guaranteed Viable Curriculum (GVC), and instructional strategies that strengthen core instruction and intervention programs. (DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). Learning by Doing: A Handbook for Professional Learning Communities at Work (2nd ed.). Solution Tree Press.)		
1.2	College and Career: Rivera Elementary School will continue to implement research-based instructional practices that promote college and career readiness for all students. Teachers will incorporate instructional strategies that emphasize Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) to support critical thinking, student engagement, and academic achievement across all content areas. (Conley, D. T. (2014). Getting Ready for College, Careers, and the Common Core: What Every Educator Needs to Know. Jossey-Bass.) Staff will integrate these strategies into daily instruction to help students develop strong organizational habits, collaborative learning skills, and effective communication abilities that prepare them for future academic success. Through ongoing collaboration, professional learning, and	All students	2,000.00 3010 4000-4999: Books And Supplies 3,725.00 3010 5000-5999: Services And Other Operating Expenditures AVID Mebership Dues

	classroom implementation of these evidence-based practices, Rivera Elementary will continue to support high expectations for all students while promoting the skills necessary for success in college, career, and lifelong learning. (Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge.)		
1.3	Instructional Time: Rivera Elementary implements a structured master schedule that includes additional instructional time for strategically identified students, including English Learners, students with disabilities, and students performing below grade-level standards. Students requiring intensive support receive targeted intervention during a designated and protected instructional block, ensuring access to additional instruction in specific areas such as reading, language development, and mathematics. These students continue to participate in core grade-level instruction while receiving differentiated support aligned to their assessed needs to accelerate learning and improve academic outcomes. (National Center on Intensive Intervention. (2016). Data-Based Individualization: A Framework for Intensive Intervention.) Rivera Elementary provides daily, designated English Language Development (ELD) instruction for all identified English Learners in grades TK–6, utilizing the district-adopted, standards-aligned ELD curriculum and approved supplemental materials. Instruction is grounded in evidence-based practices and aligned to the California ELD Standards to support development across listening, speaking, reading, and writing domains. (California Department of Education. (2015). English Language Arts/English Language Development Framework for California Public Schools.) To strengthen English Learner progress, a minimum of 30 minutes of daily ELD instruction is scheduled, prioritized, and protected from interruptions. Instruction is differentiated based on students' proficiency levels to accelerate language acquisition and increase access to grade-level content. (Saunders, W. M., Goldenberg, C., & Marcelletti, D. (2013). English Language Development: Guidelines for Instruction. American Educator, 37(2), 13–25.)	All Students	68,624.00 3010 4000-4999: Books And Supplies
1.4	Guaranteed Viable Curriculum: Rivera Elementary utilizes the district-developed pacing guides for English Language Arts/English Language Development and Mathematics, provided by the Department of Curriculum, Instruction, and Staff Development, to ensure consistent, standards-aligned instruction across all	All Students	

	grade levels. These guides support a coherent sequence of instruction, assessment, and intervention aligned to the Guaranteed Viable Curriculum (GVC). Teachers use pacing guides and supplemental lessons to maintain instructional consistency, monitor student progress, and adjust instruction to meet identified student needs. All students at Rivera Elementary receive consistent grade-level instruction and assessments aligned to district pacing guides, ensuring equitable access to standards-based learning. This approach supports the use of common assessments and curriculum-based measures to monitor student progress. Teachers collaboratively analyze assessment data through Professional Learning Communities (PLCs) to inform instructional decisions, adjust interventions, and improve student achievement across all student groups. Rivera Elementary ensures that strategic support classes are aligned to the district pacing guides and the Guaranteed Viable Curriculum (GVC), maintaining a focus on essential grade-level standards. Strategic support teachers use the core pacing guide to reinforce priority standards while incorporating supplemental and intervention materials to meet student needs. Additional time is allocated for targeted pre-teaching, re-teaching, and skill development, ensuring students receive differentiated support while maintaining access to grade-level content.		
1.5	Professional Development: Staff at Rivera Elementary participate in ongoing professional development at both the site and district levels focused on the implementation of the Guaranteed Viable Curriculum (GVC), district-adopted, standards-aligned instructional materials, and effective strategies across all core content areas. Professional learning includes training aligned to the 5Essentials framework (Model School practices) and Universal Design for Learning (UDL) to support equitable access, student engagement, and high-quality instruction for all learners. Teachers engage in site-based, teacher-led professional development in reading, writing, and mathematics, as well as training in intervention programs utilized at the school, to strengthen instructional practices and improve student outcomes. (Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Learning Policy Institute.) Rivera Elementary principals and learning directors participate in ongoing professional development provided by the district, focused on instructional leadership, support, and monitoring to ensure effective implementation of the district-adopted,	All Staff	

	standards-aligned English Language Arts/English Language Development and Mathematics core and intervention programs. Professional learning includes training aligned with the 5Essentials framework (Model School practices) and Universal Design for Learning (UDL) to strengthen leadership capacity to support equitable, high-quality instruction and data-driven decision-making across all classrooms. (Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). How Leadership Influences Student Learning. The Wallace Foundation.) Rivera Elementary, in collaboration with the district, provides ongoing support and assistance to all English Language Arts/English Language Development teachers, including those delivering strategic and intensive interventions. Teachers receive guidance from content experts and instructional specialists with deep knowledge of the district-adopted programs, who collaborate with staff through coaching, modeling, and in-class support. These efforts strengthen instructional delivery and promote the use of effective strategies, such as AVID-aligned practices, to enhance student learning outcomes. (Desimone, L. M., & Pak, K. (2017). Instructional Coaching as High-Quality Professional Development. Theory Into Practice, 56(1), 3–12.)		
1.6	Student Achievement Monitoring System: Rivera Elementary, in collaboration with the district, utilizes an accessible electronic data management system to support the consistent administration, scoring, analysis, and use of student achievement data from diagnostic, formative, summative, and curriculum-embedded assessments. Assessment data is used to guide instructional decision-making, inform program placement, and identify specific student learning needs. An assessment guide developed by the Department of Curriculum, Instruction, and Staff Development provides guidance on the effective use of these data systems. To ensure compliance and effective program implementation, Categorical Program Office (CPO) support staff assist with documentation, assessment coordination, and monitoring of student achievement data, including requirements related to English Learner programs and services. (Datnow, A., & Hubbard, L., 2015). Teacher Capacity for and Beliefs About Data-Driven Decision Making: A Literature Review of International Research. Journal of Educational Change, 16(4), 433–453.)	All Student	
1.7	Data Impacting Student Placement: Rivera Elementary implements weekly Professional Learning Community (PLC) meetings in which teachers collaboratively analyze student progress	All Students	

	data and assessment results. These structured meetings support informed decision-making related to student placement, instructional planning, delivery, and progress monitoring. The district provides ongoing support to ensure the effectiveness and consistency of these collaborative practices across grade levels. (DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i> (2nd ed.). Solution Tree Press.) Collaborative discussions at Rivera Elementary are focused on strengthening the implementation of district-adopted instructional programs and the use of research-based instructional practices. These conversations support effective lesson design and delivery to ensure mastery of grade-level standards for all students, including English Learners and students with disabilities or learning difficulties. (Vescio, V., Ross, D., & Adams, A., 2008). <i>A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning</i>. <i>Teaching and Teacher Education</i>, 24(1), 80–91.)		
1.8	Extended Learning Opportunities: Rivera Elementary provides extended academic learning opportunities, including after-school programs in mathematics, language development, English Learner support, arts, and STEM. Students have access to after-school tutoring and targeted academic support, with a focus on meeting the needs of at-risk students. (Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. L. (2006). <i>Out-of-School-Time Programs: A Meta-Analysis of Effects for At-Risk Students</i>. <i>Review of Educational Research</i>, 76(2), 275–313.) Additionally, students are offered opportunities to participate in enrichment activities such as writing festivals, spelling bees, and science fairs to further enhance academic engagement and achievement. (Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H., 2004). <i>School Engagement: Potential of the Concept, State of the Evidence</i>. <i>Review of Educational Research</i>, 74(1), 59–109.) Rivera Elementary offers educational excursions to reinforce and extend classroom concepts, fostering real-world connections and enhancing student learning. (Behrendt, M., & Franklin, T. (2014). <i>A Review of Research on School Field Trips and Their Value in Education</i>. <i>International Journal of Environmental and Science Education</i>, 9(3), 235–245.) Rivera Elementary may engage guest speakers and presenters to support social-emotional	All students	

	learning, promote anti-bullying awareness, and provide motivational messages to students. These opportunities are designed to reinforce positive behavior, strengthen school climate, and support student well-being during special events and targeted initiatives. (Jones, S. M., & Kahn, J., 2017). The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development. National Commission on Social, Emotional, and Academic Development, The Aspen Institute.)		
1.9	Parent Involvement: Parent and family engagement is a critical component of student achievement at Rivera Elementary. The School Site Council (SSC), composed of certificated and classified staff, administration, parents, and community representatives, collaborates to review and make recommendations regarding programs in English Language Arts, English Language Development, and Mathematics. (Henderson, A. T., & Mapp, K. L., 2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Southwest Educational Development Laboratory.) Annual surveys, including the Model Schools - 5Essentials Survey, along with additional parent and staff feedback tools, are utilized to evaluate, monitor, and refine schoolwide and grade-level instructional programs. Rivera Elementary also provides parent workshops to support student learning at home and ensures accessibility through interpreting and translation services for meetings and communications. (Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). Organizing Schools for Improvement: Lessons from Chicago. University of Chicago Press.)	Parents	
1.10	Fiscal Supports: Rivera Elementary allocates resources to purchase instructional supplies and supplemental materials, including books, intervention resources, extended learning materials, technology, software, consumables, incentives, and classroom supports, to enhance academic achievement for all students. (Jackson, C. K., Johnson, R. C., & Persico, C., 2016). The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms. Quarterly Journal of Economics, 131(1), 157–218.) Additionally, funds support printing, technology maintenance, and essential office supplies, ensuring that staff have the tools and infrastructure needed to effectively implement and manage instructional programs. (Johnson, S. M., Reinhorn,	All Students	3,000.00 3010 5000-5999: Services And Other Operating Expenditures 4,500.00 3010 5800: Professional/Consulting Services And Operating Expenditures Maintenance Agreements 4,000 3010 5000-5999: Services And Other Operating Expenditures Online Subscription Services

S. K., & Simon, N. S., 2014). Supporting Teachers as Professionals: The Role of Administrative Support in Teacher Retention and Effectiveness. American Educator, 38(1), 12–20.)		
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Rivera Elementary maintains a strong focus on ongoing professional development and collaborative practices to support student achievement. Teachers engage in weekly grade-level Professional Learning Community (PLC) meetings, which connect to MTSS academic and behavior teams to monitor student progress and inform instructional and behavioral supports for all students. Staff have participated in Universal Design for Learning (UDL) professional development and Model Schools/5Essentials training, strengthening schoolwide systems to address both academic and social-emotional needs.

The master schedule is intentionally designed to meet the needs of all students, including protected time for Designated ELD and Response to Intervention (RtI). Rivera continues to refine and strengthen its Multi-Tiered System of Supports (MTSS) and Guaranteed Viable Curriculum (GVC) to ensure equitable access to high-quality instruction.

While Rivera will not participate in the AVID Summer Institute in 2026, staff will continue to implement AVID-aligned instructional strategies, with site-based support provided for teachers new to these practices. Additionally, staff participate in a variety of district and site-based professional development opportunities to strengthen instructional practices across all content areas.

Student achievement is regularly monitored through a comprehensive data system, including quarterly reviews of ELA, mathematics, behavior, and attendance data. Teachers collaborate to analyze student progress and present data during MTSS meetings to guide instructional adjustments and targeted interventions.

Rivera Elementary also ensures fiscal support for instructional programs, including the purchase of materials and supplies that promote student organization, engagement, and academic success.

Family engagement remains a priority, actively recruiting participation in ELAC, SSC, and PTC to strengthen partnerships between home and school. Rivera provided two parent education nights in 2025-2026 and will plan to offer quarterly parent education nights, four in 2026-2027.

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

During the 2025–2026 school year, extended learning opportunities were limited due to challenges in securing staff participation for additional assignments. Addressing this need will be a priority moving forward, and Rivera Elementary plans to expand extended day offerings in the 2026–2027 school year through the use of Proposition 28 funding.

Additionally, the implementation of vertical alignment within the Guaranteed Viable Curriculum (GVC) was not fully realized with fidelity during the current school year. Strengthening vertical articulation and alignment of instructional practices will be a key focus area for the 2026–2027 school year to ensure consistency and continuity of instruction across grade levels.

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

Revisions to this plan have been made to strengthen academic intervention systems, increase expectations for local assessment outcomes, and ensure appropriate personnel support for program implementation.

Rivera Elementary will prioritize strengthening Professional Learning Communities (PLCs) through targeted site-based professional development, with a focused emphasis on the Guaranteed Viable Curriculum (GVC). This work will support improved vertical alignment across grade levels, ensuring instruction is sequential, standards-aligned, and coherent with district expectations for high-quality teaching and learning.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Culture

By May 2027, Rudolph Rivera Elementary School will strengthen a Supportive Environment and Involved Families, as reflected in the 5Essentials framework, by improving student engagement, connectedness, and equitable practices. Student chronic absenteeism (chronic and severe chronic combined) will decrease by 5% overall through continued implementation of PBIS strategies that promote a positive, inclusive school climate. The school will also expand family engagement, parent education, and community outreach efforts to support student attendance and well-being, while reducing suspensions and exclusionary practices through restorative and alternative disciplinary approaches.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe, culturally responsive environment, where students learn social and emotional skills and receive additional support to increase their engagement in learning as measured by attendance and suspension rates, and results of student, staff, and stakeholder surveys.

Identified Need

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

California School Dashboard Performance Indicators:

Chronic Absenteeism: 30.6%

All Students:

English Learners, African Americans, Hispanics: Very Low Performing- Red Band

Students with Disabilities, Low Performing: Orange.

Suspension Rate: 5.8%

All Students, Very Low Performing - Red Band

African Americans, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic: Low Performing - Red Band

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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
Suspension Rate	Overall suspension rate is 5.8%, representing an increase of 3.7%, indicating a rise in student discipline incidents schoolwide. African American students have the highest suspension rate at 17.5%, showing a significant disproportionality compared to all other student groups. Students with Disabilities (10.3%) and White students (8.1%) also demonstrate elevated suspension rates, both showing notable increases from the previous year. Socioeconomically Disadvantaged students (6.7%) and Hispanic students (4.8%), representing a large portion of the student population, contribute significantly to the overall suspension rate.	By June 2026, Rivera Elementary will reduce suspension rates by at least 2% across all student subgroups, as measured by the California Department of Education Dashboard, through the implementation of targeted behavioral supports, restorative practices, and consistent PBIS strategies.
Chronic Absenteeism	Overall chronic absenteeism is high at 30.6%, indicating a significant schoolwide attendance concern. African American students have the highest rate at 55.1%, representing the most impacted subgroup. Homeless (82.4%) and Foster Youth (50%) students show the most extreme levels of chronic absenteeism, highlighting critical need for targeted supports. Socioeconomically Disadvantaged (34.8%) and Hispanic students (30.7%) have elevated rates, significantly contributing to the overall school percentage. Asian (15.8%) and White students (22.5%) have comparatively lower rates, while Students with Disabilities remain elevated at 33.3%, showing variation across subgroups.	By June 2026, Rivera Elementary will reduce chronic absenteeism rates by at least 10% across all student groups and subgroups, as measured by the California Department of Education Dashboard, through targeted attendance interventions, family outreach, and consistent monitoring systems to improve student engagement and daily attendance.
5Essential Survey	According to the 2026 5Essentials Survey, students at Rivera Elementary reported strong academic engagement (69%), indicating that a majority of students value attending school and are motivated to participate in their learning. Students reported moderate perceptions of school climate, with	By the end of the 2026–2027 school year, Rivera Elementary will increase positive response rates by at least 10% across all 5Essentials Survey domains, as measured by survey results, through targeted actions to strengthen school climate, instructional coherence, staff collaboration, and family engagement.

	safety rated at 36%, suggesting that while some students feel safe, there is a need to strengthen systems that promote a more secure and supportive school environment. Student responses also highlight areas for improvement, with safety perceptions rated at 36% and classroom disruptions at 36%, suggesting a need to strengthen behavior systems, supervision, and overall campus climate to ensure a safe and supportive learning environment for all students. Rivera Elementary students reported strong academic engagement (69%), indicating that a majority of students value attending school and are actively engaged in their learning. Overall perceptions of school climate fall within the Supportive Environment domain (50%), reflecting a neutral rating and indicating that students experience a generally positive but inconsistent school climate. According to the 2026 5Essentials Survey, Rivera Elementary received an Involved Families rating of 42% (Neutral), indicating that while systems for family engagement and community outreach are in place, there are opportunities to strengthen partnerships, increase parent participation, and enhance consistent involvement in school activities, communication, and student attendance practices.	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	PBIS/Conscious Discipline: Rivera Elementary implements Positive Behavioral Interventions and Supports (PBIS) as a comprehensive, multi-tiered framework designed to integrate systems, practices, and procedures that positively impact student outcomes. Tier 1 provides universal supports for all students, promoting consistent expectations and proactive strategies to prevent problem behaviors. Tier 2 offers targeted interventions for students identified as at risk, supporting the development of skills necessary to access the core instructional program. Tier 3	All students and staff	3,000 0824 4000-4999: Books And Supplies Materials and Incentives Related to PBIS 1000 3010 5000-5999: Services And Other Operating Expenditures Admin Confrence 1000 3010

provides individualized, intensive supports for students who require additional assistance to improve academic and behavioral outcomes. (Gage, N. A., Whitford, D. K., & Katsiyannis, A. (2020). A Meta-Analysis of the Effects of School-Wide Positive Behavioral Interventions and Supports (PBIS) on Student Outcomes.) Rivera Elementary promotes positive behavior and student self-esteem through a comprehensive approach that includes staff training, student assemblies, recognition systems, and clear behavioral signage aligned to schoolwide expectations. Counselors and Restorative Justice League (RJL) personnel provide targeted support and direct instruction for at-risk students, focusing on the development of positive behavioral and social-emotional skills. In addition, the school implements a positive incentive program designed to reinforce appropriate behavior, strengthen school culture, and promote consistent student attendance. (Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 82(1), 405–432.) Teachers in grades TK–6 at Rivera Elementary promote a positive school climate and healthy student development through the implementation of Conscious Discipline strategies and PBIS-aligned practices. Ongoing professional development is provided to staff to strengthen the delivery of explicit social-emotional learning (SEL) instruction using the Conscious Discipline framework, supporting students' social, emotional, and behavioral growth. (Bailey, B. A. (2015). Conscious Discipline: Building Resilient Classrooms (Expanded & Updated Edition). Loving Guidance, Inc.) Rivera Elementary promotes the implementation of Conscious Discipline strategies and philosophy through ongoing professional development for all staff, along with the provision of necessary materials and resources to support full implementation. (Bailey, B. A. (2015). Conscious Discipline: Building Resilient Classrooms (Expanded & Updated Edition). Loving Guidance, Inc.) Rivera Elementary will implement a FIRE Patrol program, supervised by campus security, to enhance school safety, promote positive behavior, and provide structured student leadership opportunities during unstructured times. Through this program, students will engage in organized activities that reinforce schoolwide expectations (Friendly, Integrity, Respect, Excellence), support peer accountability, and contribute to a safe, inclusive, and positive school climate. Fiscal		5000-5999: Services And Other Operating Expenditures Teacher Conference 1000 3010 5000-5999: Services And Other Operating Expenditures Counselor Conference
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	resources will be allocated to support the program, including the purchase of supplies, materials, and student incentives, to encourage participation, recognize positive behavior, and ensure effective implementation of FIRE Patrol activities. (Sugai, G., & Horner, R., 2002). The Evolution of Discipline Practices: School-Wide PBIS. Child & Family Behavior Therapy, 24(1–2), 23–50.)		
2.2	Social-Emotional Learning: Rivera Elementary offers a variety of opportunities for students to actively engage in meaningful and enriching experiences. The school offers hands-on learning excursions that extend classroom instruction, promote real-world connections, and deepen students' understanding of the world around them. (Behrendt, M., & Franklin, T. (2014). A Review of Research on School Field Trips and Their Value in Education. International Journal of Environmental and Science Education, 9(3), 235–245.) Students have access to intramural programs and extended day classes that include arts-based and athletic activities. These opportunities support the development of teamwork, creativity, and school pride, while fostering a strong sense of belonging and self-expression. (Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H., 2004). School Engagement: Potential of the Concept, State of the Evidence. Review of Educational Research, 74(1), 59–109.) Rivera Elementary also promotes student well-being by providing structured opportunities for positive engagement during unstructured times, encouraging participation in safe, age-appropriate activities that support both physical activity and mental wellness. (Centers for Disease Control and Prevention. (2010). The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance.) Rivera Elementary employs a full-time school counselor to support students' social-emotional needs, address barriers that may impact learning, and promote overall student well-being and academic success. (Carey, J. C., & Dimmitt, C., 2012). School Counseling and Student Outcomes: Summary of Six Statewide Studies. Professional School Counseling, 16(2), 146–153.) The school also provides student assemblies designed to educate, motivate, and encourage students to make positive choices for their social, emotional, and physical health, supporting overall student well-being and school climate. (Jones, S. M., & Kahn, J., 2017). The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development. National Commission	All students	2,000 0824 4000-4999: Books And Supplies Supplies/Safety

	on Social, Emotional, and Academic Development, The Aspen Institute.)		
2.3	Student Recognition and Positive School Culture Rivera Elementary implements a comprehensive student recognition and incentive system, including FIRE Tickets and Dragons on FIRE 200 Club Cards, to promote positive behavior and reinforce schoolwide expectations. The school also supports weekly attendance recognition and provides awards, such as medals and ribbons, as well as assemblies, field trips, and incentives to celebrate student success. (Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-Based Practices in Classroom Management: Considerations for Research to Practice. Education and Treatment of Children, 31(3), 351–380) Additional activities, including Character Counts programs, award assemblies, Back-to-School Night, and Open House, are supported to foster a positive school culture, strengthen student engagement, and build connections among students, families, and the school community. (Epstein, J. L. (2011). School, Family, and Community Partnerships: Preparing Educators and Improving Schools (2nd ed.). Westview Press.) Rivera Elementary will support the implementation of Playworks strategies during unstructured times, with activities overseen by yard duty staff to provide organized intramural games and structured play opportunities. These activities are designed to promote good sportsmanship, positive behavior, increased student engagement, and improved attendance. (Fortson, J., James-Burdumy, S., Bleeker, M., Beyler, N., London, R., Westrich, L., & Castrechini, S. (2013). Impact and Implementation Findings from an Experimental Evaluation of Playworks. Mathematica Policy Research.) To ensure effective implementation, fiscal resources will be allocated to purchase physical education equipment, supplies, and student incentives to encourage participation. Additionally, support will be provided for planning and coordination time for yard duty staff to organize, facilitate, and sustain high-quality structured play experiences that contribute to a safe and positive school climate. (Centers for Disease Control and Prevention. (2010). The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance.)	All students	2,000 0824 4000-4999: Books And Supplies Supplies/Awards Student Recognition
2.4	Parent Involvement: Rivera Elementary provides and supports meaningful opportunities for parent and family	All students	1000 0824 4000-4999: Books And Supplies

engagement and collaboration to develop and implement action plans that address the needs of specific at-risk student subgroups. These efforts strengthen home-school partnerships, promote shared responsibility, and improve student outcomes through targeted and inclusive practices. (Epstein, J. L. (2011). <i>School, Family, and Community Partnerships: Preparing Educators and Improving Schools</i> (2nd ed.). Westview Press.) Rivera Elementary will actively encourage community volunteers to support students during unstructured times, such as recess, to promote positive social, emotional, and physical behaviors. (Epstein, J. L. (2011). <i>School, Family, and Community Partnerships: Preparing Educators and Improving Schools</i> (2nd ed.). Westview Press.) Families are regularly informed of student absences through communication from the Attendance Clerk, and concerns related to attendance are addressed through the School Attendance Review Team (SART) and School Attendance Review Board (SARB) processes, in collaboration with site and district personnel. (Sheldon, S. B., & Epstein, J. L., 2004). <i>Getting Students to School: Using Family and Community Involvement to Reduce Chronic Absenteeism</i>. <i>School Community Journal</i>, 14(2), 39–56.) Rivera Elementary implements monthly attendance incentives and recognizes students with perfect attendance at the End-of-Year Assembly. (Balfanz, R., & Byrnes, V. (2012). <i>The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools</i>. Johns Hopkins University Center for Social Organization of Schools.) Rivera Elementary provides parent education opportunities, family engagement events, and Kindergarten Round-Up, including childcare and incentives, to increase participation and strengthen connections between families and the school community. (Jeynes, W. H. (2012). <i>A Meta-Analysis on the Effects of Parental Involvement on Students' Academic Outcomes</i>. <i>Urban Education</i>, 47(4), 706–742.) Rivera Elementary will enhance family engagement by providing consistent, two-way communication through platforms such as ParentSquare, workshops, and classroom updates to support parents in understanding grade-level expectations, monitoring student progress, and reinforcing learning at home. (Kraft, M. A., & Rogers, T. (2015). <i>The Underutilized Potential of Teacher-to-Parent Communication: Evidence from a Field Experiment</i>. <i>Economics of Education Review</i>, 47, 49–63.) Rivera Elementary will expand opportunities for families to participate in shared decision-making		Supplies/Materials
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	and leadership roles, including involvement in SSC, ELAC, and parent advisory groups, to ensure that family voice informs school programs, resource allocation, and continuous improvement efforts. (Mapp, K. L., & Kuttner, P. J. (2013). Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships. U.S. Department of Education.)		
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Rivera Elementary continues to demonstrate strong implementation of systems and strategies designed to support a positive school culture, student engagement, and overall well-being. The school has made meaningful progress in strengthening its Positive Behavioral Interventions and Supports (PBIS) framework to reduce behavioral incidents and provide consistent behavioral expectations and support for all students. Continued recruitment and expansion of the PBIS Team will be a priority for the 2026–2027 school year to further build capacity and sustain effective implementation. Family engagement remains a strength, with high levels of participation in events such as award assemblies, Literacy Night, Back-to-School Night, and Open House, as well as ongoing parent education opportunities and Kindergarten Round-Up. These efforts have strengthened home-school connections and increased family involvement in student success. Rivera Elementary has also prioritized social-emotional learning and staff development, with a team scheduled to attend the Conscious Discipline Summer 2026 Conference to support the expansion of sitewide SEL practices. Additionally, the use of Model Schools 5Essentials survey data, with 2026 serving as the baseline year identified as “Partially Organized,” provides a structured approach for evaluating and refining schoolwide systems based on stakeholder feedback. The school promotes a healthy and active lifestyle through programs such as Track and Field, Character Counts, PBIS initiatives, and health and wellness activities, all of which contribute to improved student behavior and attendance. A strong emphasis on student safety and supervision is evident through the allocation of classified noon supervisors and the purchase of safety equipment, ensuring a well-monitored and supportive campus environment. To enhance student engagement and learning, Rivera Elementary provides field trips, extended-day academic programs, and intramural sports opportunities, all supported by appropriate resources and materials. Programs such as Red Ribbon Week and ongoing classroom-based social-emotional instruction further reinforce positive decision-making and student well-being. Overall, these coordinated efforts have contributed to a positive school climate, increased student engagement, and improved opportunities for students to participate in meaningful academic, social, and extracurricular experiences. Continued focus on strengthening systems, expanding staff capacity, and using data to inform decisions will support ongoing growth and effectiveness in achieving the school’s articulated goals.

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

During the 2025–2026 school year, there were some differences between the intended implementation and actual execution of planned strategies. The Conscious Discipline program was not fully implemented as originally anticipated; however, a team of staff members is scheduled to attend the Conscious Discipline Summer 2026 Conference to build capacity and support full implementation in the 2026–2027 school year. Additionally, the PBIS framework was re-established mid-year, with a formal reboot occurring in January 2026, followed by the implementation of FIRE Tickets in February 2026 as part of the school’s behavior incentive system. As a result, full implementation and impact were not realized during the current year. Moving forward, Rivera Elementary will prioritize increased fidelity of implementation across PBIS, student incentive systems, and engagement programs. A focused effort will be placed on strengthening

attendance initiatives, student recognition systems, and family participation opportunities to ensure alignment between planned strategies, resource allocation, and desired student outcomes in the 2026–2027 school year..

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

As a result of this analysis, Rivera Elementary will strengthen the implementation of a comprehensive PBIS framework during the 2026–2027 school year, with the integration of Conscious Discipline strategies to enhance the teaching and reinforcement of positive behaviors across campus. These adjustments will support improved consistency, student engagement, and overall school climate. No significant changes will be made to the overarching goal; however, refinements to strategies, activities, and implementation practices will be emphasized to ensure greater fidelity and impact. These updates are reflected within Goal 2: School Culture, specifically in the Strategies and Activities section of the SPSA, where PBIS systems, student incentives, and social-emotional learning practices are outlined.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family Empowerment

Rivera Elementary School will strengthen family and community partnerships to support student academic success, character development, and positive school outcomes. Informed by 2025–2026 baseline data from the 5Essentials Survey, particularly in the areas of Involved Families and Supportive Environment, the school will foster a welcoming climate that empowers families as active partners in their child's education. Rivera Elementary will increase parent participation in school activities by at least 20%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Empower families and community stakeholders to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community as measured by student, staff, and stakeholder surveys. Priorities 3, and 6

Identified Need

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

Parent involvement in key structures such as School Site Council (SSC), English Learner Advisory Committee (ELAC), parent-teacher conferences, and volunteer opportunities remains below desired levels, limiting families' opportunities to actively support student success.

1. Strengthen communication and family engagement systems to ensure all families feel informed, valued, and connected to the Rivera school community.
2. Enhance school climate and behavior supports to reduce disruptions, improve safety, and build family confidence in a positive learning environment.
3. Align and clearly communicate school programs and expectations to empower families to effectively support student learning at home and actively engage in school initiatives.

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
Model Schools 5 Essential Survey Data Baseline 2025-2026	Strengthen Communication and Family Engagement Systems The Involved Families domain scored 42% (Neutral), indicating that less than half of families report strong engagement, communication, and partnership with Rivera Elementary School. This aligns with local data showing low participation in SSC, ELAC, parent-teacher conferences, and volunteer opportunities. Enhance School Climate and Behavior Supports The Supportive Environment domain scored 50% (Neutral), while specific indicators, such as Classroom Disruptions (36%) and Safety Perceptions (36%), reflect significant concerns among stakeholders. These results suggest that only about one-third of respondents perceive strong behavior systems and consistent safety, underscoring the need to strengthen PBIS implementation, supervision, and behavior supports to improve student experiences and family confidence in the school environment. Align and Clearly Communicate School Programs and Expectations Survey data shows Program Coherence at 27% and Instructional Leadership at 25%, indicating a lack of clarity and alignment across schoolwide systems and expectations. This impacts families' ability to understand academic and behavioral expectations and effectively support their children at home.	Rivera Elementary will use a continuous improvement cycle to monitor progress toward Goal 3 by: Reviewing data regularly (monthly, quarterly, annually) Engaging SSC and ELAC in data analysis and decision-making Adjusting strategies based on participation trends and survey feedback Success will be measured by increased family engagement (+20% participation), improved school climate indicators (target 60%+), and stronger alignment and communication systems as reflected in improved 5Essentials outcomes.
Merced City School District Facility Inspection Tool(FIT) 2025-26	Facilities: Rivera Elementary School will use the California Facility Inspection Tool (FIT) to monitor and maintain safe, clean, and functional facilities, with the 2025–2026 report indicating an overall rating of 97.89% in good repair (“Good”), where all major systems scored between 95%–100% and identified deficiencies were minor and non-critical, primarily related to interior	Rivera Elementary School will maintain or exceed an overall FIT rating of 95% (“Good” or higher) by addressing deficiencies promptly, monitoring key areas, and conducting annual reviews. A safe, clean campus supports student success by improving focus, attendance, and learning, while also addressing parent concerns by ensuring a secure and welcoming environment. Success will be measured by maintaining or improving

	surfaces, cleanliness, and electrical components	the FIT rating and reducing deficiencies.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Rivera Elementary will strengthen two-way communication by utilizing ParentSquare to provide consistent updates, surveys, and reminders for SSC, ELAC, conferences, and school events, while ensuring accessibility through multilingual supports and offering parent trainings on navigating school systems; progress will be monitored through ParentSquare analytics (views, responses, engagement), participation rates in SSC, ELAC, and conferences, and quarterly reviews of communication effectiveness. (Kraft, M. A., & Rogers, T. (2015). The Underutilized Potential of Teacher-to-Parent Communication: Evidence from a Field Experiment. Economics of Education Review, 47, 49–63.) Provide food and babysitting for parent engagement opportunities to foster positive relationships. (Mapp, K. L., & Kuttner, P. J. (2013). Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships. U.S. Department of Education.)	All Students/Parents	1,500 3010 5000-5999: Services And Other Operating Expenditures Food/Services 1,000 0824 4000-4999: Books And Supplies Incentives/Supplies
3.2	Rivera Elementary will increase family engagement by providing monthly events (academic nights, PBIS/F.I.R.E. nights, literacy and math workshops), expanding access to SSC and ELAC through flexible scheduling, and offering structured volunteer opportunities to support classrooms and school programs; progress will be monitored through event sign-in sheets and volunteer logs, comparison of participation data to the baseline with a goal of a 20% increase, and mid-year and end-of-year participation reviews. (Epstein, J. L. (2011). School, Family, and Community Partnerships: Preparing Educators and Improving Schools (2nd ed.). Westview Press.) Support the school garden with supplies and materials to enhance hands-on science experiences, promote environmental stewardship, encourage healthy lifestyle habits, and improve students' and parents' social and community skills. (Blair, D. (2009). The Child in the Garden: An Evaluative Review of the Benefits of School Gardening. The Journal of Environmental Education, 40(2), 15–38.) Provide food and babysitting for parent engagement opportunities to foster positive relationships. (Mapp, K. L., & Kuttner, P. J. (2013).	All Students/Parents	2,000 0824 4000-4999: Books And Supplies supplies/materials 0824 5000-5999: Services And Other Operating Expenditures Refreshments

	Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships. U.S. Department of Education.)		
3.3	Rivera Elementary will build family capacity by offering parent education workshops focused on academic support (literacy, math) and behavior (PBIS/F.I.R.E. expectations), along with take-home resources to support learning at home and increase family engagement; progress will be monitored through workshop attendance and participation rates, parent feedback surveys (ParentSquare polls and exit tickets), and growth in the 5Essentials Involved Families domain. (Mapp, K. L., & Kuttner, P. J. (2013). Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships. U.S. Department of Education.) Provide food and babysitting for parent engagement opportunities to foster positive relationships. (Mapp, K. L., & Kuttner, P. J. (2013). Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships. U.S. Department of Education.)	All students/Parents	676.00 0824 4000-4999: Books And Supplies 0824 5000-5999: Services And Other Operating Expenditures Refreshments
3.4	Rivera Elementary will strengthen school climate and student behavior by implementing PBIS with fidelity, reinforcing F.I.R.E. expectations, expanding Tier 2 supports, increasing supervision, and providing ongoing behavior reteaching to reduce disruptions and improve safety; progress will be monitored through PBIS data tracking (FIRE Tickets, behavior referrals, Tier 2 logs), AERIES discipline and suspension reports, monthly PBIS team reviews, student/staff/family climate surveys, and quarterly analysis of disruption and safety data. (Horner, R. H., Sugai, G., & Anderson, C. M., 2010). Examining the Evidence Base for School-Wide Positive Behavior Support. Focus on Exceptional Children, 42(8), 1–14.)	All Students/Parents	500.00 0824 4000-4999: Books And Supplies
3.5	Rivera Elementary will improve student attendance by promoting a positive school climate through PBIS (F.I.R.E. expectations), implementing schoolwide attendance incentives, increasing family communication about the importance of daily attendance, and providing targeted Tier 2 supports and outreach for students with chronic absenteeism; progress will be monitored through daily and weekly attendance rates (goal of 95% or higher), chronic absenteeism data from AERIES, participation in attendance campaigns, monthly attendance team reviews, and year-to-year and subgroup trend analysis. (Sheldon, S. B., & Epstein, J. L., 2004). Getting Students to School: Using Family and Community Involvement to Reduce Chronic Absenteeism. School Community Journal, 14(2), 39–56.)	All Students/Parents	3,000 0824 4000-4999: Books And Supplies Incentives/Awards 1200 3010 5700-5799: Transfers Of Direct Costs Printshop
3.6	Rivera Elementary will improve program coherence and clarity by aligning schoolwide systems (PBIS,	All Students/Parents	0824

	MTSS, and instructional practices) and clearly communicating academic and behavioral expectations through curriculum nights, workshops, and consistent ParentSquare messaging, while providing family-friendly resources and training to support learning at home; progress will be monitored through family feedback surveys (ParentSquare polls and event exit tickets), attendance at family events, review of PLC and staff meeting artifacts, and mid-year and end-of-year analysis of participation and survey data. (Mapp, K. L., & Kuttner, P. J. (2013). Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships. U.S. Department of Education.) Provide food and babysitting for parent engagement opportunities to foster positive relationships. (Mapp, K. L., & Kuttner, P. J. (2013). Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships. U.S. Department of Education.) Provide a Family Resource Center to provide both printed and online information to local resources and services available to our families. (Mapp, K. L., & Kuttner, P. J. (2013). Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships. U.S. Department of Education.)		5000-5999: Services And Other Operating Expenditures Refreshments 500.00 0824 4000-4999: Books And Supplies Incentives and Supplies
3.12			
3.14			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Parent Engagement Nights: Rivera Elementary hosted family engagement events, including a Family Literacy Night with guest readers from the school and community, providing parents with opportunities to learn about instructional practices (e.g., AVID strategies) and support student learning at home.

Student Recognition: Student recognition occurs regularly, with monthly celebrations for primary grades and quarterly events for upper grades, welcoming families to celebrate student achievement and success.

Parent Involvement Opportunities: Families are encouraged to participate in SSC, ELAC, and school events such as literacy nights, volunteering, and other engagement opportunities, supported by ongoing communication to keep parents informed and involved.

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

While these strategies were not fully implemented during the current school year, they have been identified as key priorities for the 2026–2027 school year. Rivera Elementary will focus on strengthening communication with families to build stronger school-to-home connections, providing childcare at engagement events to increase participation, and developing partnerships with community organizations to bring mentors and guest speakers to campus to promote college and career awareness.

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

As a result of this analysis, changes will be made to strengthen family engagement strategies by increasing access and participation. Rivera Elementary will implement consistent childcare during meetings and workshops, enhance one-on-one communication to personally invite families to participate in committee meetings, and provide incentives to encourage attendance. These adjustments are reflected in the updated strategies and activities under Goal 3 in the SPSA, focused on increasing meaningful family involvement and participation.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Targeted Services for at promise Youth

Rivera Elementary will improve outcomes for at-promise student groups by providing social-emotional supports, targeted lessons, and structured activities to reduce behavior incidents and suspensions. Through PBIS, restorative practices, priority access to support programs, and adult mentorship, the school will foster a strong sense of belonging and support students' academic and behavioral success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To increase academic achievement and a sense of belonging for African American, homeless, and foster youth, the district will provide additional targeted programs, services, and supports designed to meet the unique needs of these student groups.

Identified Need

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

Data indicates that African American, Homeless, Students with Disabilities, and Socioeconomically Disadvantaged students demonstrate the highest need for targeted supports due to elevated rates of chronic absenteeism and/or suspensions. These subgroups will be the primary focus for the 2026–2027 school year, with additional attention to Hispanic students and English Learners to address attendance concerns and ensure equitable outcomes for all 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
CDE Dashboard-Suspension/ Chronic Absenteeism Rate	All Students: Chronic absenteeism is 30.6% (Red), showing an increase, and suspension rate is 5.8% (Red), also increasing—indicating a need for overall schoolwide focus. African American: The highest concern group Chronic absenteeism: 55.1% (Red) – significantly above all groups Suspension rate: 17.5% (Red) – extremely high This subgroup shows the greatest need for targeted intervention. Hispanic: Chronic absenteeism: 30.7% (Red) Suspension rate: 4.8% (Red) Students with Disabilities: Chronic absenteeism: 33.3% (Orange) Suspension rate: 10.3% (Red) Socioeconomically Disadvantaged: Chronic absenteeism: 34.8% (Red) Suspension rate: 6.7% (Red) Homeless: Chronic absenteeism: 28.4% (Orange) Suspension rate: 21.1% (Very High Increase) English Learners: Chronic absenteeism: 30.5% (Red) Suspension rate: 0% (Blue)	By the end of the year, suspension rates will decrease from 5.8% to 4% and chronic absenteeism from 30.6% to 25%, with targeted subgroups showing improved engagement and behavior through PBIS, restorative practices, and targeted supports.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Rivera Elementary will strengthen the implementation of PBIS and restorative practices through staff training, consistent behavior expectations, and the use of incentives to reinforce positive behavior and reduce suspensions. (Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J., 2010). Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes: Results from a Randomized Controlled Effectiveness Trial. Journal of Positive Behavior Interventions.)	All students	1,500 0824 4000-4999: Books And Supplies Incentives/Awards
4.2	The school will provide targeted social-emotional learning lessons, counseling services, and small	All students	

	group interventions for students experiencing behavioral challenges to improve self-regulation and decision-making. (Jones, S. M., & Kahn, J., 2017). The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development. National Commission on Social, Emotional, and Academic Development, The Aspen Institute.)		
4.3	Staff will implement structured activities and increase supervision during recess, lunch, and transitions to promote positive student engagement and reduce behavior incidents. (Lewis, T. J., Colvin, G., & Sugai, G., 2000). The Effects of Precorrection and Active Supervision on the Behavior of Students in the School Setting. Journal of Behavioral Education, 10(1), 1–17.)	All students	2000 0824 4000-4999: Books And Supplies Equipment/Materials
4.4	At-promise students will be assigned adult mentors and provided priority access to academic, attendance, and enrichment programs to support their academic and behavioral success. (Karcher, M. J. (2008). The Study of Mentoring in the Learning Environment (SMILE): A Randomized Evaluation of the Effectiveness of School-Based Mentoring. Prevention Science, 9(2), 99–113.)	All students	
4.5	The school will offer extended-day programs that are engaging and hands-on, supporting student understanding of CCSS-aligned Science and Math standards while increasing school connection and engagement. (Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. L. (2006). Out-of-School-Time Programs: A Meta-Analysis of Effects for At-Risk Students. Review of Educational Research, 76(2), 275–313.)	All students	
4.6	Rivera Elementary will continue to support RJL staff and counselors by providing ongoing professional development in de-escalation strategies and cultural responsiveness to strengthen relationships and reduce discipline incidents. (Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The Promise of Restorative Practices to Transform Teacher–Student Relationships and Achieve Equity in School Discipline. Journal of Educational and Psychological Consultation, 26(4), 325–353.)	All students	
4.7	The school will implement attendance improvement strategies by supporting a part-time attendance liaison to monitor at-promise students, conduct family outreach, and reduce chronic absenteeism. (Sheldon, S. B., & Epstein, J. L., 2004). Getting Students to School: Using Family and Community Involvement to Reduce Chronic Absenteeism. School Community Journal, 14(2), 39–56.)	All Students	3010 2000-2999: Classified Personnel Salaries Community Liason 3010 3000-3999: Employee Benefits Community Liason

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Rivera Elementary demonstrated a strong commitment to supporting at-risk students by implementing positive social-emotional learning supports, targeted lessons, and structured activities during unstructured times. These efforts contributed to a more supportive and engaging school environment focused on reducing behavioral incidents and suspensions. Notably, the introduction of a more structured recess program provided all students with clear expectations and opportunities for positive engagement. While the Dragon Academy is still in development, this is a concentrated effort to provide a more structured setting for students who need additional behavioral support. Overall, these initiatives reflect a proactive and student-centered approach to fostering success and well-being for all learners.

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

The development of PBIS videos outlining expected behaviors was not implemented during the 2025–2026 school year due to the relaunch of the PBIS system at Rivera Elementary. Moving forward, the 2026–2027 school year will focus on full implementation with fidelity of PBIS and Conscious Discipline practices to ensure consistent expectations and support for all students.

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

As a result of this analysis, Rivera Elementary will strengthen attendance and behavior supports by incorporating the role of an attendance liaison. This position will focus on monitoring students with chronic absenteeism and suspensions, while providing consistent communication and outreach to families. This addition is reflected in the updated strategies and activities under Goal 4 in the SPSA, aimed at improving student attendance, engagement, and behavioral outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$248,711.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
0824	\$52,426.00
3010	\$196,285.00

Subtotal of state or local funds included for this school: \$248,711.00

Total of federal, state, and/or local funds for this school: \$248,711.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
3010	200,336	4,051.00
0824	69,450	17,024.00

Expenditures by Funding Source

Funding Source	Amount
0824	52,426.00
3010	196,285.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	32,180.00
2000-2999: Classified Personnel Salaries	66,584.00
3000-3999: Employee Benefits	34,762.00
4000-4999: Books And Supplies	89,800.00
5000-5999: Services And Other Operating Expenditures	18,685.00
5700-5799: Transfers Of Direct Costs	2,200.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0824	17,000.00
2000-2999: Classified Personnel Salaries	0824	3,000.00
3000-3999: Employee Benefits	0824	8,790.00

4000-4999: Books And Supplies	0824	19,176.00
5000-5999: Services And Other Operating Expenditures	0824	3,460.00
5700-5799: Transfers Of Direct Costs	0824	1,000.00
1000-1999: Certificated Personnel Salaries	3010	15,180.00
2000-2999: Classified Personnel Salaries	3010	63,584.00
3000-3999: Employee Benefits	3010	25,972.00
4000-4999: Books And Supplies	3010	70,624.00
5000-5999: Services And Other Operating Expenditures	3010	15,225.00
5700-5799: Transfers Of Direct Costs	3010	1,200.00
5800: Professional/Consulting Services And Operating Expenditures	3010	4,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	223,835.00
Goal 2	11,000.00
Goal 3	10,376.00
Goal 4	3,500.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
J. Anthony Arista	Principal
Michael Anderson	Parent or Community Member
Richale Babbs	Parent or Community Member
Audrea Tuhn	Parent or Community Member
Kristina Flores	Classroom Teacher
Brandon Castro	Other School Staff
Christina Cardoza	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Rivera Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Anthony Arista on 5/31/2025

SSC Chairperson, Michael Anderson on 5/31/2025

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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