

School Year: **2026-27**



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Richman School	Elementary	30-66506-6028146	4/16/26	May 19, 2026

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 Richman Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Title 1

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 Richman Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Title 1

Richman Elementary School's plan for meeting the Every Student Succeeds Act (ESSA) planning requirements is aligned with the Local Control and Accountability Plan (LCAP) and integrates federal, state, and local programs to support overall student success. As a Title I school, Richman is committed to ensuring equitable access to high-quality education through targeted strategies that address the needs of all students, particularly those from disadvantaged backgrounds. The plan emphasizes high-quality instruction through the implementation of evidence-based practices and ongoing professional development for teachers and staff to strengthen instructional and intervention strategies. A strong focus on student achievement is supported through data-driven decision-making to identify learning gaps and provide targeted interventions, including tutoring and extended learning opportunities. In addition, the school prioritizes family and community engagement by strengthening partnerships and offering workshops and resources that empower families to support their child's education. Richman also promotes a safe and inclusive learning environment by integrating social-emotional learning (SEL), positive behavior supports, and a multi-tiered system of supports (MTSS) to address students' academic, behavioral, and emotional needs. All efforts are closely aligned with LCAP goals to ensure that English learners, students with disabilities, and all student groups receive the necessary resources and support to thrive, while strategically aligning federal funding with state priorities to maximize impact. Through this comprehensive approach, Richman Elementary ensures compliance with ESSA while fostering equity, engagement, and academic excellence for all students.

Educational Partner Involvement

How, when, and with whom did Richman 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

At Richman Elementary, the development, review, and annual update of the School Plan for Student Achievement (SPSA) is a collaborative, ongoing process aligned with the Local Control and Accountability Plan (LCAP) and ESSA requirements. The principal works with the School Site Council (SSC), teachers, support staff, and district personnel to analyze student data, review progress, and identify needs, while the SSC serves as the primary body responsible for reviewing and approving the plan. Input is also gathered from the English Learner Advisory Committee (ELAC), parents, and the broader community through meetings and surveys to ensure diverse perspectives are included. The process is grounded in data-driven decision-making, including analysis of student achievement and program effectiveness, and incorporates a comprehensive annual needs assessment and budget alignment of federal and state resources. Formal discussions during SSC and ELAC meetings guide revisions, and the SSC approves the final SPSA and Annual Review and Update to ensure alignment with district priorities, the LCAP, and federal requirements, resulting in a responsive plan focused on improving student outcomes.

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.

N/A

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.

The following performance areas were identified as needing significant improvement:

According to the 2025 California School Dashboard, Richman Elementary has multiple areas identified for targeted improvement, including Chronic Absenteeism (Orange, 19.8%, increased by 2.6%), Suspension Rate (Orange, 1.5%, increased by 1.1%), and English Language Arts (ELA) performance (Orange, 23.4 points below standard, declined by 5.7 points), while Mathematics (Yellow, 22.4 points below standard) and English Learner Progress (Yellow, 47.5% making progress) maintained performance. In response, the school will continue to closely monitor student outcomes through ongoing analysis of state and local data, including academics, attendance, and school climate. Richman Elementary will prioritize strengthening core instruction and implementing targeted supports through its Multi-Tiered System of Supports (MTSS) to address identified needs and promote improved outcomes for all students.

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.

Referring to the 2025 California School Dashboard, Richman Elementary identified several state indicators in which student group performance was two or more levels below the “All Students” group. In Chronic Absenteeism (Red), rates were elevated for English Learners (19.6%, increased by 4.7%), Hispanic students (21%, increased by 1.9%), Socioeconomically Disadvantaged students (21.8%, increased by 3.2%), and Students with Disabilities (26.7%, maintained). In English Language Arts (ELA), Students with Disabilities performed in the Red level (133.5 points below standard, declined by 18.1 points), while Hispanic students (32.4 points below standard, declined by 6.9 points) and Socioeconomically Disadvantaged students (34.3 points below standard, maintained) were in Orange. In Mathematics, Students with Disabilities were also in the Red level (138.2 points below standard, declined by 7.8 points), with Hispanic students (32.4 points below standard, maintained) and Socioeconomically Disadvantaged students (35.5 points below standard, maintained) in Orange. Additionally, Suspension Rate was in Orange for multiple groups, including English Learners (2.2%, increased by 1.7%), Hispanic students (1.4%, increased by 0.9%), Socioeconomically Disadvantaged students (1.9%, increased by 1.4%), and Students with Disabilities (3.9%, increased by 3%). These data indicate a need for targeted supports and continued monitoring to address disparities and improve outcomes for identified student groups.

Other Needs

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

In addition to California School Dashboard indicators, Richman Elementary uses locally collected LEA data to further identify areas of need. Recent 2025 local data indicate that overall student growth in English Language Arts (ELA) was near typical expectations; however, Students with Disabilities demonstrated significantly lower growth, performing approximately 21 points below typical growth in Mathematics and 8 points below in ELA, highlighting a continued need for intensified intervention and support. In Science, while no Dashboard performance color is assigned, students performed below standard overall, with Students with Disabilities showing the greatest need and a decline in performance compared to prior results. Additionally, limited data on Long-Term English Learner progress suggests a need for more targeted and systematic English language development supports. These local measures provide critical context beyond Dashboard data and help guide more responsive instructional planning and resource allocation.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Richman 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%	%	%	0		
African American	1.85%	1.46%	1.06%	9	7	5
Asian	5.75%	5.44%	4.68%	28	26	22
Filipino	2.46%	2.93%	2.55%	12	14	12
Hispanic/Latino	82.55%	82.64%	81.49%	402	395	383
Pacific Islander	0.41%	0.21%	0.21%	2	1	1
White	5.54%	4.81%	6.17%	27	23	29
Two or More Races	1.44%	2.51%	3.83%	7	12	18
Not Reported	0%	%	%	0		
Total Enrollment				487	478	470

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			31
Kindergarten	92	59	50
Grade 1	63	64	58
Grade 2	67	69	68
Grade3	52	70	64
Grade 4	71	52	67
Grade 5	68	72	58
Grade 6	74	68	74
Total Enrollment	487	478	470

Conclusions based on this data:

- Total enrollment has declined from 487 students in 2022–23 to 470 students in 2024–25, a 3.5% decrease over two years. Most notably, Kindergarten enrollment dropped sharply from 92 students in 2022–23 to 50 in 2024–25, a 46% reduction that signals a concerning trend in the incoming student pipeline. While upper elementary grades remain relatively stable, with Grade 6 at 74 and Grade 4 at 67 students, the shrinking early grade cohorts suggest

overall enrollment will likely continue declining as these smaller classes progress through the school. This trend warrants proactive TK and Kindergarten recruitment, strategic staffing adjustments, and careful budget planning to sustain current educational programs and offerings.

2. Richman Elementary proudly serves a predominantly Hispanic/Latino community, with 81.49% of students sharing this background in 2024-25, a reflection of the school's deep roots and stable identity within Fullerton. As a Title I school where over 76% of students qualify for free meals, including breakfast in the classrooms, Richman is uniquely positioned to lead through culturally responsive teaching, strong English Language Development, and targeted academic supports that ensure every student has access to rigorous, standards-aligned instruction and the opportunity to thrive.
3. Available enrollment data reveals a stabilizing pattern across cohorts, with total enrollment at 470 students in 2024-25. While Kindergarten enrollment has shifted from 92 students in 2022-23 to 50 in 2024-25, Richman is responding proactively by right-sizing class configurations to maximize personalized learning for every student. Principal has implemented a campus tour program for families considering transferring out, and after tours of the classroom environment firsthand, meeting dedicated teachers, and witnessing the exciting changes at Richman, most families choose to stay. This community-centered approach, combined with PBIS and NCI trained staffing, data-driven interventions, and differentiated instruction, ensures every student receives the high-quality educational experience they deserve.

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	173	149	122	35.5%	31.2%	26.0%
Fluent English Proficient (FEP)	39	49	57	8.0%	10.3%	12.1%

Conclusions based on this data:

1. The percentage of English Learners has decreased from 35.5% in 2022–23 to 26.0% in 2024–25, indicating a reduction in the number of students identified as English Learners and suggesting progress in language acquisition over time.
2. The percentage of Fluent English Proficient students has increased from 8.0% to 12.1%, reflecting growth in students developing English proficiency and highlighting the importance of continued support for students transitioning toward reclassification.
3. The decrease in English Learner enrollment alongside the increase in English proficient students indicates a need to continue strengthening designated and integrated English language development, while also monitoring reclassified students to ensure sustained academic success and continued progress.

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	51	70	64	51	69	64	51	69	64	100.0	98.6	100
Grade 4	72	56	65	72	55	64	72	55	64	100.0	98.2	98.5
Grade 5	72	71	58	71	71	58	71	71	58	98.6	100	100
Grade 6	74	68	72	74	66	72	74	66	72	100.0	97.1	100
All Grades	269	265	259	268	261	258	268	261	258	99.6	98.5	99.6

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	2408.	2376.	2390.	15.69	18.84	15.63	25.49	8.70	17.19	27.45	23.19	32.81	31.37	49.28	34.38
Grade 4	2435.	2429.	2421.	22.22	14.55	15.63	19.44	16.36	17.19	18.06	27.27	17.19	40.28	41.82	50.00
Grade 5	2485.	2501.	2490.	21.13	30.99	24.14	25.35	22.54	24.14	21.13	18.31	13.79	32.39	28.17	37.93
Grade 6	2518.	2513.	2513.	18.92	13.64	22.22	24.32	31.82	29.17	35.14	27.27	16.67	21.62	27.27	31.94
All Grades	N/A	N/A	N/A	19.78	19.92	19.38	23.51	19.92	22.09	25.37	23.75	20.16	31.34	36.40	38.37

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	13.73	13.04	12.50	64.71	50.72	56.25	21.57	36.23	31.25
Grade 4	9.72	9.09	12.50	61.11	70.91	53.13	29.17	20.00	34.38
Grade 5	15.49	23.94	12.07	67.61	54.93	62.07	16.90	21.13	25.86
Grade 6	16.22	13.64	18.06	55.41	59.09	54.17	28.38	27.27	27.78
All Grades	13.81	15.33	13.95	61.94	58.24	56.20	24.25	26.44	29.84

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	9.80	13.04	12.50	60.78	43.48	54.69	29.41	43.48	32.81
Grade 4	13.89	18.18	9.38	48.61	43.64	46.88	37.50	38.18	43.75
Grade 5	16.90	26.76	25.86	56.34	53.52	44.83	26.76	19.72	29.31
Grade 6	22.97	19.70	16.67	51.35	48.48	52.78	25.68	31.82	30.56
All Grades	16.42	19.54	15.89	53.73	47.51	50.00	29.85	32.95	34.11

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	5.88	11.59	7.81	80.39	66.67	67.19	13.73	21.74	25.00
Grade 4	15.28	7.27	6.25	62.50	70.91	75.00	22.22	21.82	18.75
Grade 5	9.86	14.08	15.52	70.42	63.38	58.62	19.72	22.54	25.86
Grade 6	17.57	15.15	8.33	66.22	69.70	70.83	16.22	15.15	20.83
All Grades	12.69	12.26	9.30	69.03	67.43	68.22	18.28	20.31	22.48

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	13.73	13.04	7.81	56.86	49.28	59.38	29.41	37.68	32.81
Grade 4	13.89	5.45	12.50	65.28	67.27	57.81	20.83	27.27	29.69
Grade 5	12.68	25.35	13.79	66.20	46.48	58.62	21.13	28.17	27.59
Grade 6	17.57	19.70	15.28	64.86	63.64	61.11	17.57	16.67	23.61
All Grades	14.55	16.48	12.40	63.81	55.94	59.30	21.64	27.59	28.29

Conclusions based on this data:

- Overall English Language Arts performance reflects significant room for growth. In 2024–25, 19.38% of students are exceeding standards and 22.09% are meeting standards, while a substantial 38.37% of students did not meet standards indicating that more than one in three students is currently performing below grade-level expectations.

2. Achievement trends show a decline in performance, with an increase in students not meeting standards from 31.34% in 2022–23 to 38.37% in 2024–25, indicating a need to strengthen core instruction and targeted interventions to support student achievement.
3. Domain-level data highlights areas of need in reading and writing, with 29.84% of students performing below standard in reading and 34.11% in writing, indicating a need to strengthen literacy instruction, academic language development, and writing across all content areas.

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	51	70	64	51	70	64	51	70	64	100.0	100	100
Grade 4	72	57	65	72	57	64	72	57	64	100.0	100	98.5
Grade 5	72	71	58	71	71	58	71	71	58	98.6	100	100
Grade 6	74	68	72	74	67	72	74	67	72	100.0	98.5	100
All Grades	269	266	259	268	265	258	268	265	258	99.6	99.6	99.6

* 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	2427.	2392.	2410.	21.57	14.29	15.63	23.53	18.57	31.25	25.49	24.29	21.88	29.41	42.86	31.25
Grade 4	2448.	2451.	2446.	22.22	17.54	14.06	20.83	15.79	17.19	16.67	31.58	32.81	40.28	35.09	35.94
Grade 5	2497.	2506.	2508.	22.54	29.58	25.86	15.49	15.49	13.79	25.35	26.76	27.59	36.62	28.17	32.76
Grade 6	2527.	2533.	2517.	22.97	20.90	23.61	17.57	23.88	16.67	32.43	31.34	27.78	27.03	23.88	31.94
Grade 11															
All Grades	N/A	N/A	N/A	22.39	20.75	19.77	19.03	18.49	19.77	25.00	28.30	27.52	33.58	32.45	32.95

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	23.53	20.00	29.69	47.06	34.29	40.63	29.41	45.71	29.69
Grade 4	30.56	24.56	17.19	29.17	43.86	45.31	40.28	31.58	37.50
Grade 5	25.35	33.80	29.31	47.89	38.03	39.66	26.76	28.17	31.03
Grade 6	31.08	26.87	34.72	39.19	50.75	41.67	29.73	22.39	23.61
Grade 11									
All Grades	27.99	26.42	27.91	40.30	41.51	41.86	31.72	32.08	30.23

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	17.65	8.57	17.19	50.98	45.71	48.44	31.37	45.71	34.38
Grade 4	19.44	17.54	9.38	36.11	40.35	48.44	44.44	42.11	42.19
Grade 5	16.90	19.72	15.52	43.66	45.07	58.62	39.44	35.21	25.86
Grade 6	13.51	14.93	13.89	56.76	55.22	54.17	29.73	29.85	31.94
All Grades	16.79	15.09	13.95	46.64	46.79	52.33	36.57	38.11	33.72

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	21.57	15.71	21.88	52.94	51.43	51.56	25.49	32.86	26.56
Grade 4	18.06	15.79	14.06	48.61	49.12	54.69	33.33	35.09	31.25
Grade 5	22.54	16.90	18.97	46.48	59.15	50.00	30.99	23.94	31.03
Grade 6	13.51	14.93	11.11	60.81	62.69	56.94	25.68	22.39	31.94
All Grades	18.66	15.85	16.28	52.24	55.85	53.49	29.10	28.30	30.23

Conclusions based on this data:

1. Overall mathematics performance indicates a need for improvement, with 19.77% of students exceeding standards and 19.77% meeting standards, while 32.95% of students did not meet standards, reflecting a significant number of students performing below grade-level expectations.
2. Achievement trends show limited growth over time, with the percentage of students not meeting standards remaining high (33.58% in 2022–23 to 32.95% in 2024–25), indicating a need to strengthen core instruction and targeted interventions to improve student outcomes.
3. Domain-level data highlights areas of need in problem solving and mathematical reasoning, with 33.72% of students performing below standard in problem solving and modeling and 30.23% below standard in communicating reasoning, indicating a need to strengthen conceptual understanding, mathematical discourse, and application of skills.

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	1416.4	1385.1	1375.1	1423.6	1390.1	1381.9	1399.3	1373.0	1359.4	28	28	11
1	1421.6	1413.6	1408.8	1426.9	1422.2	1418.9	1415.7	1404.4	1397.9	18	17	16
2	1479.3	1437.5	1462.1	1487.2	1442.3	1468.6	1470.9	1432.2	1455.3	26	19	16
3	1491.8	1473.5	1461.0	1493.5	1472.9	1451.8	1489.5	1473.5	1469.6	19	22	17
4	1489.2	1491.2	1516.5	1497.9	1491.8	1525.6	1480.0	1490.1	1506.9	21	17	22
5	1548.8	1549.2	1508.6	1554.8	1548.1	1507.2	1542.3	1549.9	1509.4	20	18	17
6	1546.1	1521.8	*	1544.5	1513.7	*	1547.3	1529.5	*	17	16	8
All Grades										149	137	107

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	14.29	3.57	0.00	32.14	25.00	36.36	28.57	25.00	36.36	25.00	46.43	27.27	28	28	11
1	5.56	0.00	6.25	16.67	35.29	6.25	50.00	17.65	37.50	27.78	47.06	50.00	18	17	16
2	15.38	5.26	6.25	34.62	26.32	43.75	46.15	42.11	25.00	3.85	26.32	25.00	26	19	16
3	10.53	4.55	0.00	52.63	50.00	23.53	21.05	31.82	41.18	15.79	13.64	35.29	19	22	17
4	4.76	5.88	27.27	42.86	41.18	31.82	28.57	35.29	27.27	23.81	17.65	13.64	21	17	22
5	35.00	52.94	11.76	50.00	29.41	47.06	10.00	5.88	11.76	5.00	11.76	29.41	20	17	17
6	29.41	26.67	*	52.94	40.00	*	17.65	20.00	*	0.00	13.33	*	17	15	*
All Grades	16.11	12.59	9.35	39.60	34.81	31.78	29.53	25.93	28.97	14.77	26.67	29.91	149	135	107

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	21.43	3.57	0.00	17.86	21.43	63.64	35.71	39.29	9.09	25.00	35.71	27.27	28	28	11
1	11.11	11.76	6.25	27.78	23.53	37.50	38.89	23.53	31.25	22.22	41.18	25.00	18	17	16
2	23.08	21.05	31.25	46.15	21.05	25.00	26.92	42.11	25.00	3.85	15.79	18.75	26	19	16
3	36.84	31.82	5.88	31.58	40.91	23.53	21.05	18.18	41.18	10.53	9.09	29.41	19	22	17
4	33.33	17.65	45.45	42.86	52.94	45.45	9.52	23.53	4.55	14.29	5.88	4.55	21	17	22
5	70.00	70.59	58.82	30.00	17.65	5.88	0.00	0.00	17.65	0.00	11.76	17.65	20	17	17
6	52.94	46.67	*	41.18	40.00	*	5.88	6.67	*	0.00	6.67	*	17	15	*
All Grades	34.23	26.67	27.10	33.56	30.37	31.78	20.81	23.70	19.63	11.41	19.26	21.50	149	135	107

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	7.69	3.57	9.09	15.38	17.86	9.09	43.59	53.57	45.45	33.33	25.00	36.36	39	28	11
1	3.45	0.00	0.00	34.48	23.53	12.50	27.59	17.65	18.75	34.48	58.82	68.75	29	17	16
2	0.00	5.26	0.00	36.36	26.32	31.25	51.52	31.58	31.25	12.12	36.84	37.50	33	19	16
3	0.00	0.00	0.00	45.45	31.82	11.76	36.36	50.00	52.94	18.18	18.18	35.29	33	22	17
4	6.90	0.00	9.09	27.59	29.41	27.27	55.17	35.29	36.36	10.34	35.29	27.27	29	17	22
5	24.39	23.53	0.00	14.63	41.18	35.29	56.10	23.53	29.41	4.88	11.76	35.29	41	17	17
6	5.88	20.00	*	47.06	40.00	*	41.18	20.00	*	5.88	20.00	*	17	15	*
All Grades	4.70	6.67	2.80	29.53	28.89	22.43	41.61	35.56	34.58	24.16	28.89	40.19	149	135	107

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	25.00	3.57	0.00	46.43	67.86	81.82	28.57	28.57	18.18	28	28	11
1	22.22	17.65	31.25	66.67	47.06	43.75	11.11	35.29	25.00	18	17	16
2	11.54	21.05	12.50	88.46	63.16	62.50	0.00	15.79	25.00	26	19	16
3	21.05	18.18	5.88	57.89	72.73	47.06	21.05	9.09	47.06	19	22	17
4	33.33	47.06	50.00	42.86	41.18	31.82	23.81	11.76	18.18	21	17	22
5	45.00	52.94	23.53	55.00	35.29	52.94	0.00	11.76	23.53	20	17	17
6	17.65	13.33	*	82.35	66.67	*	0.00	20.00	*	17	15	*
All Grades	24.83	22.96	21.50	62.42	57.78	52.34	12.75	19.26	26.17	149	135	107

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	10.71	18.18	57.14	50.00	45.45	28.57	39.29	36.36	28	28	11
1	11.11	5.88	6.25	44.44	52.94	62.50	44.44	41.18	31.25	18	17	16
2	42.31	21.05	31.25	53.85	63.16	43.75	3.85	15.79	25.00	26	19	16
3	47.37	45.45	23.53	42.11	31.82	41.18	10.53	22.73	35.29	19	22	17
4	33.33	23.53	68.18	52.38	64.71	27.27	14.29	11.76	4.55	21	17	22
5	90.00	64.71	70.59	10.00	29.41	11.76	0.00	5.88	17.65	20	17	17
6	64.71	66.67	*	35.29	26.67	*	0.00	6.67	*	17	15	*
All Grades	41.61	31.85	38.32	43.62	45.93	36.45	14.77	22.22	25.23	149	135	107

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	7.14	3.57	9.09	60.71	71.43	54.55	32.14	25.00	36.36	28	28	11
1	16.67	11.76	6.25	27.78	35.29	18.75	55.56	52.94	75.00	18	17	16
2	15.38	5.26	0.00	46.15	42.11	43.75	38.46	52.63	56.25	26	19	16
3	5.26	0.00	0.00	42.11	54.55	47.06	52.63	45.45	52.94	19	22	17
4	0.00	0.00	9.09	52.38	64.71	59.09	47.62	35.29	31.82	21	17	22
5	25.00	23.53	0.00	60.00	64.71	64.71	15.00	11.76	35.29	20	17	17
6	0.00	26.67	*	64.71	33.33	*	35.29	40.00	*	17	15	*
All Grades	10.07	8.89	3.74	51.01	54.07	48.60	38.93	37.04	47.66	149	135	107

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	50.00	25.00	18.18	28.57	42.86	36.36	21.43	32.14	45.45	28	28	11
1	5.56	0.00	0.00	72.22	47.06	56.25	22.22	52.94	43.75	18	17	16
2	7.69	5.26	0.00	80.77	63.16	75.00	11.54	31.58	25.00	26	19	16
3	5.26	13.64	0.00	84.21	72.73	58.82	10.53	13.64	41.18	19	22	17
4	0.00	17.65	13.64	61.90	52.94	63.64	38.10	29.41	22.73	21	17	22
5	15.00	29.41	5.88	80.00	52.94	70.59	5.00	17.65	23.53	20	17	17
6	58.82	40.00	*	41.18	46.67	*	0.00	13.33	*	17	15	*
All Grades	20.81	18.52	6.54	63.09	54.07	62.62	16.11	27.41	30.84	149	135	107

Conclusions based on this data:

1. Overall ELPAC performance indicates a decline in English language proficiency, with the percentage of students at Level 4 decreasing from 16.11% (2022–23) to 9.35% (2024–25), while Level 1 increased from 14.77% to 29.91%, indicating a need to strengthen designated and integrated English language development (ELD) instruction.
2. A significant percentage of English Learners are not demonstrating sufficient growth, with only 9.35% of students performing at Level 4 and 28.97% at Level 2, suggesting that many students are remaining at lower proficiency levels and require targeted, differentiated supports to accelerate progress toward reclassification.
3. Domain-level data shows that reading and writing are areas of greatest need, with 47.66% of students at the beginning level in reading and 30.84% in writing, indicating a need to strengthen academic language, literacy development, and writing instruction across content areas through targeted interventions and scaffolded support.

School and Student Performance Data

Student Population

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.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
470	78.9%	26%	1.5%
Total Number of Students enrolled in Richman 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	122	26%
Foster Youth	7	1.5%
Homeless	11	2.3%
Socioeconomically Disadvantaged	371	78.9%
Students with Disabilities	94	20%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.1%
American Indian	0	0.0%
Asian	22	4.7%
Filipino	12	2.6%
Hispanic	383	81.5%
Two or More Races	18	3.8%
Pacific Islander	1	0.2%
White	29	6.2%

Conclusions based on this data:

- Richman Elementary serves a diverse student population of 470 students, including a high percentage of Socioeconomically Disadvantaged students (78.9%) and English Learners (26%), indicating a continued need for

equitable access to rigorous instruction, targeted academic interventions, and designated and integrated English language development to support student achievement.

2. The presence of Students with Disabilities (20%), along with smaller but significant populations of Homeless (2.3%) and Foster Youth (1.5%), highlights the importance of implementing differentiated instruction, targeted interventions, and coordinated academic and social-emotional supports to address varied learning needs and remove barriers to student success.
3. With a predominantly Hispanic student population (81.5%), there is a continued need to implement culturally responsive and inclusive instructional practices, strengthen home-school partnerships, and provide meaningful family engagement opportunities to support student learning and promote equitable outcomes.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Orange		
English Learner Progress  Orange		

Conclusions based on this data:

1. Overall performance data indicates that the school is performing at the Orange level in English Language Arts, Mathematics, and English Learner Progress, reflecting a need to strengthen core instruction, targeted interventions, and designated and integrated English language development to improve student achievement across content areas.

2. Chronic absenteeism is in the Yellow range, indicating moderate levels of student absence and a need to continue strengthening attendance systems, family engagement, and targeted supports to improve consistent student participation and engagement.
3. Suspension rates are in the Blue range, indicating a positive school climate with low suspension rates, reflecting the effectiveness of schoolwide behavior supports and contributing to a safe and supportive learning environment for all students.

School and Student Performance Data

Academic Performance English Language Arts

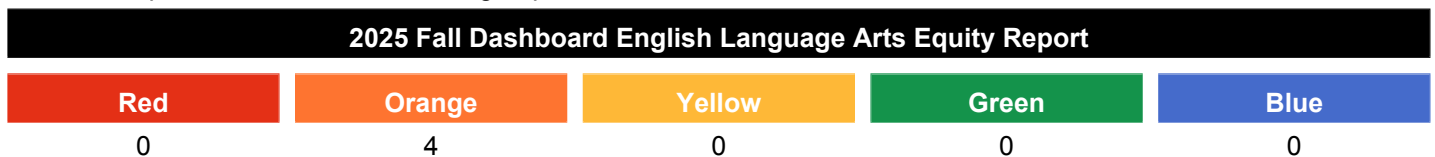
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 25.7 points below standard Maintained -2.2 points 250 Students	English Learners Orange 57.4 points below standard Declined 18.2 points 105 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless No Performance Color 75.8 points below standard 11 Students	Socioeconomically Disadvantaged Orange 33.3 points below standard Maintained 1.1 points 200 Students

Students with Disabilities  Orange 108.7 points below standard Increased 24.8 points 53 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 22.5 points above standard Increased 22.8 points 13 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Orange 35.8 points below standard Declined 3.4 points 208 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 67.4 points above standard Maintained 1.3 points 14 Students

Conclusions based on this data:

- Overall Student Performance is Below Standard**

The performance for “All Students” is categorized as Orange, indicating a lower performance level. The overall score is 25.7 points below standard, and performance was maintained, with a slight decrease of 2.2 points compared to the previous year’s assessment.
- Significant Performance Gaps Among Student Groups**

Students with Disabilities are in the Orange category, with a significant 108.7 points below standard and an increase of 24.8 points, showing notable growth while continuing to reflect a substantial achievement gap. Socioeconomically Disadvantaged students are in the Orange category, 33.3 points below standard, and maintained their previous score with a slight increase of 1.1 points. English Learners are in the Orange category, 57.4 points below standard, showing a decline of 18.2 points. White students performed significantly better, scoring 67.4 points above standard and maintained growth at 1.3 points, indicating a contrast with other demographic groups. The data shows that a large portion of students are struggling with reading comprehension and writing skills.
- Disparities in Performance Trends**

In 2025, English Learners declined by 18.2 points, while Hispanic students declined by 3.4 points. Students with Disabilities increased by 24.8 points, showing growth while continuing to demonstrate a substantial achievement gap, and Socioeconomically Disadvantaged students maintained performance with a slight increase of 1.1 points,

indicating stability but limited progress. These trends highlight the need for targeted interventions to support underserved student groups and close achievement gaps. In 2026, Richman created a Richman committee with an ELD focus to strengthen supports for English Learners.

School and Student Performance Data

Academic Performance Mathematics

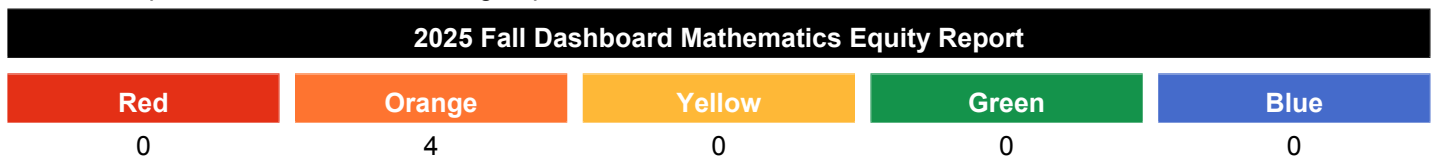
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 29.1 points below standard Declined 6.8 points 253 Students	English Learners  Orange 55.9 points below standard Declined 21.4 points 108 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless  No Performance Color 79.5 points below standard 12 Students	Socioeconomically Disadvantaged  Orange 40.3 points below standard Declined 4.7 points 203 Students

Students with Disabilities  Orange 129.6 points below standard Increased 8.6 points 53 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 11.8 points above standard Increased 21.1 points 13 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Orange 39 points below standard Declined 6.6 points 211 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 73.3 points above standard Declined 3.7 points 14 Students

Conclusions based on this data:

- Overall Student Performance is Below Standard**

The performance for “All Students” is categorized as Orange, indicating a lower performance level. The overall score is 29.1 points below standard, and performance declined by 6.8 points compared to the previous year’s assessment.
- Significant Performance Gaps Among Student Groups**

Students with Disabilities are in the Orange category, with a significant 129.6 points below standard and an increase of 8.6 points, showing some growth while continuing to reflect a substantial achievement gap. Socioeconomically Disadvantaged students are in the Orange category, 40.3 points below standard, and declined by 4.7 points. English Learners are in the Orange category, 55.9 points below standard, showing a decline of 21.4 points. White students performed significantly better, scoring 73.3 points above standard, while Asian students scored 11.8 points above standard and increased by 21.1 points, indicating a contrast with other demographic groups. The data shows that a large portion of students are struggling with mathematical reasoning, problem solving, and conceptual understanding.
- Disparities in Performance Trends**

In 2025, English Learners declined by 21.4 points, while Hispanic students declined by 6.6 points. Students with Disabilities increased by 8.6 points, showing growth while continuing to demonstrate a substantial achievement gap, and Socioeconomically Disadvantaged students declined by 4.7 points, indicating limited progress. These trends

highlight the need for targeted interventions to support underserved student groups and close achievement gaps. In 2026, Richman will continue strengthening supports through targeted intervention, data analysis, and instructional collaboration focused on improving mathematics outcomes.

School and Student Performance Data

Academic Performance Science

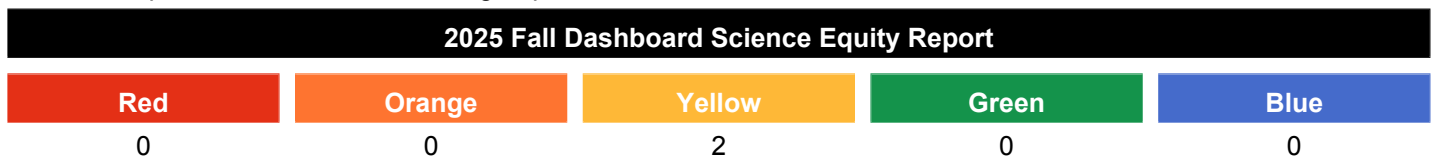
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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 Yellow 50.9 science points Declined 2.7 points 58 Students	English Learners No Performance Color 39.2 science points Declined 12.3 points 26 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged Yellow 50.1 science points Declined 2.4 points 44 Students

Students with Disabilities  No Performance Color 46.6 science points Increased 15.2 points 11 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Yellow 47.5 science points Declined 5.8 points 48 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Science performance is in the Yellow range, indicating students are approaching but not yet meeting grade-level standards.
2. The distance from standard of -50.9 shows a continued need to strengthen science understanding and proficiency.
3. A decline of 2.7 points indicates a slight downward trend and a need to review and improve current instructional practices.

School and Student Performance Data

Academic Performance English Learner Progress

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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
 Orange	 No Performance Color
37.8 making progress.	making progress.
Number Students: 90 Students	Number Students: 0 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
15.7%	46.1%	0%	38.2%

Conclusions based on this data:

- English Learner Progress is in the Orange performance level, with 37.8% of students making progress, indicating that a significant number of English Learners are not advancing at expected rates in English language acquisition.
- Data shows that 38.2% of students progressed at least one ELPI level, while 46.1% maintained lower levels and 15.7% decreased, suggesting that a majority of students are not demonstrating sufficient annual growth and require targeted, differentiated language supports.
- No students maintained ELPI Level 4 and no Long-Term English Learner data is reported, indicating a need to strengthen designated and integrated English language development to support movement toward higher proficiency levels and reclassification.

School and Student Performance Data

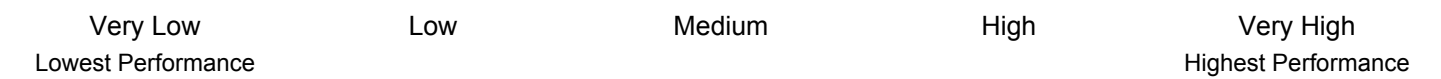
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. College and Career Indicator data is not applicable for elementary schools.
2. This indicator is specific to high school performance and is not reported for K–6 settings.
3. Therefore, no college and career readiness data is available for analysis for this school site.

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.

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."



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



Yellow

12.7% Chronically Absent

Declined 7.2

490 Students

English Learners



Green

5.2% Chronically Absent

Declined 14.5

135 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Homeless



No Performance Color

24% Chronically Absent

Declined 42.7

25 Students

Socioeconomically Disadvantaged



Yellow

14.8% Chronically Absent

Declined 7

392 Students

Students with Disabilities  Yellow 19.1% Chronically Absent Declined 7.6 110 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% Chronically Absent Declined 7.4 24 Students	Filipino  No Performance Color 0% Chronically Absent Declined 7.1 12 Students	Hispanic  Yellow 15% Chronically Absent Declined 6 400 Students
Two or More Races  No Performance Color 5.3% Chronically Absent Declined 14.7 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 3.4% Chronically Absent Declined 15.1 29 Students

Conclusions based on this data:

1. Overall chronic absenteeism is in the Yellow performance level for All Students, with 12.7% of students chronically absent, indicating a continued need to strengthen attendance systems and supports to improve consistent student engagement.
2. Chronic absenteeism rates have declined across all reported student groups, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless students, demonstrating improvement over time and suggesting that current attendance interventions are having a positive impact.
3. Despite overall improvement, higher chronic absenteeism rates among Socioeconomically Disadvantaged students (14.8%), Students with Disabilities (19.1%), and Homeless students (24%) indicate a need for targeted supports and continued monitoring to ensure equitable access to consistent school attendance.

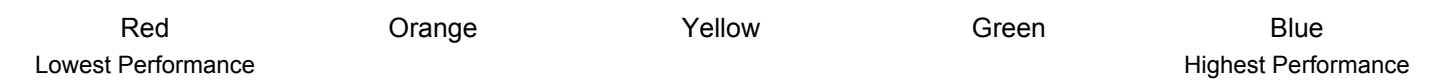
School and Student Performance Data

Academic Engagement Graduation 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 students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Graduation rate data is not applicable for elementary schools.
2. This indicator is specific to high school performance and is not reported for K–6 settings.
3. Therefore, no graduation rate data is available for analysis for this school site.

School and Student Performance Data

Conditions & Climate Suspension Rate

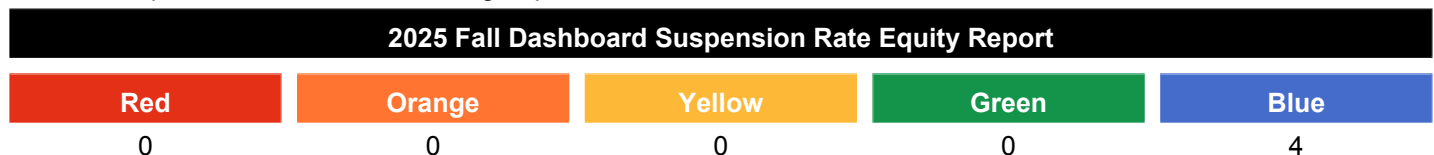
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Blue 0.2% suspended at least one day Declined 1.3% 499 Students	English Learners Blue 0% suspended at least one day Declined 2.2% 136 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Homeless No Performance Color 3.7% suspended at least one day Increased 3.7% 27 Students	Socioeconomically Disadvantaged Blue 0.3% suspended at least one day Declined 1.6% 400 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 3.9% 111 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Declined 3.4% 25 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	Hispanic  Blue 0.2% suspended at least one day Declined 1.1% 406 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 0% suspended at least one day Declined 3.6% 30 Students

Conclusions based on this data:

1. Overall suspension rates are in the Blue performance level for All Students and most subgroups, indicating very low rates of suspension and reflecting a positive school climate supported by effective school-wide behavior systems and interventions.
2. Suspension rates have declined across most student groups, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, demonstrating improvement over time and suggesting that current behavioral supports and practices are having a positive impact.
3. The Homeless subgroup shows an increased suspension rate compared to the previous year, indicating a need for targeted interventions, additional supports, and continued monitoring to ensure equitable outcomes for this vulnerable student group

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.

Student Achievement

By the end of the 2025-26 school year, the SBAC ELA Distance From Standard (DFS) will increase by 3 points or more, both overall and for all significant subgroups.

By the 3rd trimester, grades K-2 will decrease the percentage of students not meeting grade-level standards by 20% on the FSD Benchmark Assessments. The percentage of students in grades 3-6 scoring below grade level by 1 or 2 years based on the iReady Diagnostic Assessment will decrease by at least 20% from the 25/26 school year.

ELA: By Spring, the overall ELA Distance From Standard (DFS) on the FSD Benchmark Assessment will increase from 10 points from -66.5 to -55.5.

Math: By Spring, the overall Math Distance From Standard (DFS) will increase from 10 points from -44.5 to -34.5.

The overall ELA and Math Distance from Standard (DFS) will increase 5 points on the 2025-26 Smarter Balanced Assessment Consortium (SBAC) CAASPP assessment and will decrease by a minimum of 10% from the 2025-26 ELA and Mathematics results. ELA : -22 to -17; Math: -26 to -21.

AMAO1- Increase the percent of ELL students making annual progress in learning English by 5%.

The percentage of students in grades 3-6 scoring in levels 1 and 2 ("not meeting State Standards") on the 2022-23 Smarter Balanced Assessment Consortium (SBAC) CAASPP assessment will decrease by a minimum of 10% from the 2025-26 ELA and Mathematics results.

ENGLISH LANGUAGE ARTS

By Spring, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in ELA will decrease by at least 10% from the district diagnostic one results.

By Spring, the overall ELA distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from -45 to -42.

By Spring, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 10% from the results from the ELPAC.

MATHEMATICS:

By Spring, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in Math will decrease by at least 10% from the district diagnostic one results.

By Spring, the overall math distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from -78 to -75.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1: All students will demonstrate proficiency or growth toward proficiency in ELA and math.

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.

Students with Disabilities Require Additional Support – Consistently low performance in ELA, Mathematics, and Science, along with high absenteeism and suspension rates, indicates the need for enhanced special education services, behavioral interventions, and inclusive teaching strategies.

Hispanic and Socioeconomically Disadvantaged Students – These student groups perform at the Orange level in ELA, Mathematics, and Suspension Rates, suggesting the need for targeted academic and social-emotional interventions.

Mathematics and English Language Arts – Despite some maintained or improved performance, both subjects require curriculum adjustments, additional tutoring support, and professional development for educators to address ongoing achievement gaps.

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
iReady	D2	Increase by 10%
SBAC	Dashboard Data	Distance From Standard (DFS) increase by 1
K-1 Assessments	Benchmark Data	Increase by 10%

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	Support Common Core State Standards Our Physical Education teacher and two recreational assistants will conduct weekly PE lessons to all Kinder - 6th grade students in order to provide release time for teachers to collaborate as a PLC. Certificated funded staff will work extra time to perform additional duties within the scope of their job duties on an as needed basis. Classified funded staff will work extra time to perform additional duties within the scope of their job duties on an as needed basis. Teacher substitutes will be utilized to support the following programs: conducting student assessments, instructional rounds, Student Intervention Team (SIT), Round Table Meetings, Teacher Evaluation, Conferences, and Classroom Walkthroughs with Targeted Feedback Action Steps.	All Students	50460 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 50% P.E. Teacher 28775 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Cert Benefits 3911 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified Benefits 6291 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Cert Extra Time 7785 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classified Extra Time 300

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher Subs 6000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher Subs 4200 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified Subs
1.2	Curriculum and Instruction Teachers will utilize materials and supplemental resources and apps to assure coherence and grade level alignment. Writing instruction will be supported by using Reader's/Writer's Workshop. While students are participating in P.E., teachers will participate in weekly grade level PLC meetings. During meetings teachers collaborate to identify student(s) needs, create CFAs, discuss student progress, align CFAs, Tier 1 and Tier 2 instruction with our identified Guaranteed and Viable Standards, while also planning intervention strategies. Teachers will re-evaluate and modify the identified Guaranteed and Viable Standards for each trimester. Teachers will provide Project Based Learning experiences to develop depth of knowledge, collaboration opportunities, presentation/public speaking skills, and technology integration. Teachers will provide daily systematic ELD lessons to small groups of identified students while the remainder of the students participate in extension or enrichment activities. In End of Cycle Meetings, Rtl Coaches will work with teachers to provide research supported intervention lessons for Tier 1 and 2 fluid small groups. Instruction will be differentiated to ensure all student are working toward progressive growth in grade level standards. MTSS Incentives - system of awards for Attendance, Academic Achievement, and Character Education	All Students	46303 Title I Part A: Allocation 4000-4999: Books And Supplies Eureka Math Modules, Zearn, iReady Lessons, social studies weekly, Scholastic, Starfall, Simple Solutions, Eureka, Reflex/Fraux, CGI, Mathseeds, Aleks math 9211 LCFF - Supplemental 4000-4999: Books And Supplies Student agenda/planners and supplies 10200 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Copiers & Printers 6753 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Copiers & Printers 500 LCFF - Base 5000-5999: Services And Other Operating Expenditures Printshop/Reproduction 600 LCFF - Base 4000-4999: Books And Supplies Duplo Ink 3200

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Student Weekly Planners will be purchased for students 3rd - 6th grade students. Planners serve as a communication piece between teacher and parent(s) on daily and weekly assignments. Copier and Print Shop services will be available to teachers and staff for duplicating materials for instruction. Attend High Reliability Schools training to improve school culture and instructional systems and structures. Principal and 2 teachers along with consultant, Dr. Phil will use School Indicator 1 to guide and improve how students address G&V standards so that students are understanding rubrics and self-assessing alongside their teachers.		Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures HRS Conferences
1.3	Create a school Environment of Life Long Learning and Growth After school programs to enhance student learning Conferences to improve visionary leadership and instructional leadership	All Students	2600 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Speech and Debate 3000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Conferences

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.

During the 2025-26 school year, Leadership teams and RTI Meetings met to edit, revise and implement a comprehensive set of strategies aligned to the school's ELA and Mathematics goals under LCAP Priority 1. The school's multi-tiered system of support, anchored by the Response to Intervention (RtI) Coaches, provided targeted Tier 2 and Tier 3 intervention services to students in grades K-6. The RtI Coach played a central role in supporting teachers with data-driven small group instruction and ongoing progress monitoring for the highest-need students. The LTEL Bootcamp Coach and IA worked with students on speaking and writing domain practice for 8 weeks before the ELPAC test. ELAC Parents were given the breakdown on where our LTELs and Multi-Language Learners greatest needs for improvement were on the ELPAC and given suggestions on how to support their child in preparing for the ELPAC.

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

One significant departure from the intended implementation will be losing our Mathematics RtI Coach's position for funding next year. Without this role, the consistency of math specific intervention will impact progress toward the school's Math DFS goals on both the i-Ready and SBAC CAASPP. Moving into 2026-27, this challenge will become an opportunity to empower our teachers and Instructional Assistants through targeted professional development focusing on how to successfully identify students needing support, pull small groups, and assist classroom teachers in running effective during and after school interventions.

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, the 2026-27 SPSA will reflect a strengthened focus on building internal capacity to sustain math intervention without a dedicated RtI Math Coach. Professional development for Instructional Assistants will be added as a targeted strategy, equipping them to support small group intervention and assist classroom teachers in delivering in-class tiered support. Annual outcome metrics will continue to track Math DFS growth on both the FSD Benchmark Assessment and SBAC CAASPP, with updated baselines reflecting 2025-26 results. These changes can be found in the Strategies/Activities section under Curriculum and Instruction, the Annual Measurable Outcomes table, and the Professional Development section of the updated SPSA.

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.

Technology and Digital Literacy

All Richman students and staff will have access to and demonstrate progress to mastery of 21st century tools, resources, and skills in support relevant and rigorous learning experiences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 2: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

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.

To ensure the effective integration of technology in instruction and operations, we aim to systematically replace aging technology and infrastructure as it becomes outdated or non-functional.

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
Common Sense Media Lessons	FSD Pacing Guide	All students in grades k-6 will complete the digital citizenship lessons
Access to age appropriate technology	Start of year 0%	100% of all students

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	Support for Understanding 21st Century Standards Focus on 21st Century skills, deep content knowledge, and the 4 C's Materials to maintain 1:1 ipads and technology for student learning. Allow equitable access to quality learning tools, technology, and resources Our site Computer Technician will assist with maintaining iPads and any ed. tech hardware.	All students	40029 LCFF - Base 4000-4999: Books And Supplies Technology (cables, keyboards, ipads, ipad cases, headsets 27839 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Computer Tech & Benefits
2.2	As part of our High Reliability Schools (HRS) initiative in partnership with consultant Dr. Phil, staff received professional development on the use of AI tool Snorkl to support student-driven writing,	All students	12137 LCFF - Base

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	math, grammar, across curriculum areas, analysis. This PD training focused on empowering teachers to create questions using images, standards based rigor with domain-specific questions. Snorkl allows for students to work in pairs and or independently to analyze their own submissions. For ie: students saw their own writing against a rubric, receive immediate real-world feedback, and apply targeted suggestions for improvement, building self-assessment skills and deeper ownership of learning. This directly supports HRS Indicator 1 by ensuring students understand and engage meaningfully with grade-level standards and performance expectations.		5800: Professional/Consulting Services And Operating Expenditures Teacher PD 27892 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Teacher PD
2.3			

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.

For English Language Learners, Snorkl's immediate feedback model is particularly impactful. Research consistently shows that ELL students benefit significantly from low-anxiety, immediate feedback loops rather than waiting for teacher response, as prolonged wait time can increase anxiety and reduce willingness to attempt output in a second language (Krashen's Affective Filter Hypothesis). By receiving real-time, personalized feedback on their submissions, ELL students can self-correct, build academic language confidence, and continue producing language rich responses without the barrier of waiting for limited teacher availability in a busy classroom.

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

Funding for Snorkl will need to be identified and secured for the 2026-27 school year to ensure continued and expanded access for all students. If district-level funding is unavailable, Richman Elementary is committed to funding this tool independently through site discretionary resources, recognizing the significant academic and linguistic benefits it provides — particularly for English Language Learners and students who need immediate, personalized feedback to continue progressing without waiting for teacher availability in a high-need classroom environment.

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, the 2026-27 SPSA will reflect the formal addition of Snorkl as a budgeted, schoolwide instructional technology tool. Its use will be expanded across more grade levels and curriculum areas, with continued professional development to deepen teacher capacity in creating rigorous, standards-aligned prompts. A new metric will be added to the Annual Measurable Outcomes table to track student engagement and growth through Snorkl across ELA, Math, and ELD domains with particular attention to ELL student progress.

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.

Safe and Secure Environment

During the 2025-26 school year, Richman will work to create a safe, positive, welcoming, and eco-friendly learning environment where students are connected to the school and have an increased sense of safety. 100% of Richman students will receive lessons in character development through RACER Expectations and PBIS Rewards Program as measured by teachers' records. In addition, SEL Second Step Program will be implemented TK- 6th grade. Students will receive weekly SEL lessons as determined by grade level pacing guides. Richman will reduce the number of office referrals and suspensions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 3: All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social, and emotional health and well-being of all staff and students.

Identified Need

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

Addressing student behavior remains a priority due to the high frequency of disciplinary infractions and suspensions. To address this Richman has implemented a comprehensive approach that includes proactive behavior support systems

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
Annual Surveys	Feelings of safe and secure environment (Baseline 76%)	Increase to 95% to 100%
Second Step lessons	Baseline 0%	100% completion at all grade levels
Dashboard Suspension	Baseline- Dashboard data	Decrease/maintain

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	Supporting Positive School Relationships Promote and foster positive relationships between all stakeholders Create a school environment where students and staff are likely to feel safe and comfortable at school	All students	5000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Staff Meetings 5000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Promote attendance and participation in all school activities such as lunch time sports, clubs, conflict/game manager program, student council and PTA events Supporting Engaging Teaching and Learning Implement school-wide activities such as assemblies, classroom rewards, individual student rewards and learning celebrations. Transportation and admission for field trips		4000-4999: Books And Supplies Office and PBIS Supplies (store, rewards, red ribbon week, Family nights, Xerox paper, generic supplies, office chairs for front office and new offices- SSA, Psych., Counselor) 0 District Funded 1000-1999: Certificated Personnel Salaries Mental Health Counselor (MHCS) 4 days a week 8:00 a.m. - 2:30 p.m. 15000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Field Trips
3.2	Support School Safety Create a safe and inclusive learning environment for all students. Emphasize the importance of positive physical, mental, and emotional health for adults and students. The Campus will be maintained to emphasize safety for all staff and students. Regular drills will be held to support emergency preparedness. A detailed emergency plan is in place and all staff members understand their role in the event of an emergency. Emergency supplies are kept on campus and are updated on an annual basis. A detailed Safe School Plan and Safe School Action Plan are in place.	All Students	0 District Funded 0000: Unrestricted Surveillance Cameras for exterior of Richman Campus

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.3	Supporting a Welcoming Environment Morning playground supervisors are at every entry and exit point. Extra time for instructional aides to support with PBIS/MTSS/Academics. Office extra hours for parent engagement.	All Students	21575 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Playground Supervisors 2600 LCFF - Supplemental 2000-2999: Classified Personnel Salaries IA Overtime, classified OT 12340 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries IA's in 1 & 2 grade classrooms 2000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries IA Subs 881 LCFF - Base 2000-2999: Classified Personnel Salaries IA Subs 5952 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classified Benefits 4900 LCFF - Base 2000-2999: Classified Personnel Salaries Extra hours (SSA, Office, Playground supervisors) for summer planning and school year
3.4			

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

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.

The strategies and activities associated with Goal 3 were substantially implemented as planned and supported progress toward maintaining a safe, positive, and supportive school environment. Schoolwide implementation of RACER expectations, PBIS supports, weekly social-emotional learning through Second Step, proactive behavior supports, student connection activities, and targeted mental health supports contributed to strengthening school climate and promoting student well-being. Additional supports, including playground supervision, instructional aide support, field trips, emergency preparedness measures, and Safe School Plan implementation, supported a secure and welcoming environment while reinforcing student connectedness, engagement, and safety.

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

There are some major differences between the intended implementation of strategies and the budgeted expenditures associated with this goal. Resources and supports related to behavior systems, social-emotional learning, student supports, and school climate initiatives were implemented substantially as planned. Minor adjustments were made as needed to respond to student needs and site priorities, but these did not significantly alter the implementation of the goal. For example, our SPED team of teachers and SPED Instructional Assistants were budgeted for extra time to be trained in NCI and Crisis Support Team Procedures using black blockers and blue mats.

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.

Based on this analysis, Goal 3 will continue with refinements to strengthen proactive behavior supports, social-emotional learning implementation, and targeted interventions to support student well-being and school connectedness. Continued emphasis will be placed on reducing disciplinary incidents, strengthening attendance and engagement, and expanding supports that promote a safe and inclusive school climate. Revisions to annual outcomes, metrics, and strategies are reflected in Goal 3 under the updated Annual Measurable Outcomes and Strategies and Activities sections of the SPSA.

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.

Parent Engagement

Our goal is to promote positive relationships with parents and have more parent involvement. We will have parents attend meetings and events to provide a variety of opportunities for parent involvement and volunteer opportunities to communicate our goals of increasing students' attendance by celebrating students with Richman Attendance scratch reward cards. We will provide a PBIS-safe school climate through training, school implementation, assemblies as well as provide behavior supports through the use of counselors and training.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 4: FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

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.

Richman Elementary is committed to strengthening family-school partnerships by improving communication, increasing equitable participation, and addressing barriers such as language access and scheduling conflicts. Data shows a need for more real-time updates and transparent communication, particularly to engage socioeconomically disadvantaged and English Learner families. To address this, the school will enhance multilingual outreach, utilize digital tools, and offer flexible meetings, parent workshops, and cultural events to foster an inclusive and engaged school community.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Survey (Fall and Spring HRS)	Fall Survey 7 parents participated	Increase by 10% for Spring
Parent Meetings (SSC, ELAC, PTA, Coffee with the Principal)	Sign in sheets - 60% people in attendance	Increase by 20% people in attendance

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	Supporting School to Home Communication	All Students	0 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Translators for Parent conferences/Back to School

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Administration and classroom Teachers will establish positive communication prior to the start of the school year. Information will be disseminated to families describing school procedures, programs, policies, and rules. The school will communicate via phone, e-mail, School Website, flyers, and newsletters to inform all families of current events, celebrate success, and support academic excellence. Personal phone calls and face to face meetings. Monthly Coffee with the Principal - Each month a guest speaker will be invited to address the school community. Family Nights - STEAM Night, GATE Arts Night, ATA Night, STAGE Night, Movie Night, Halloween Dance Night, Fall and Spring Festival Nights. Communication will be sent out in English, Spanish, and Korean.		Night (via SSA, staff with bilingual stipends) 0 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Family Nights : Math, Reading, Writing, RtI 600 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Hospitality for Parent meetings: Coffee with the Principal, ELAC, SSC, PTA, and parent center. 0 District Funded 2000-2999: Classified Personnel Salaries Community Schools Counselor 50% 17770 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Community Schools SSA 50% 0 Title I Part A: Allocation 4000-4999: Books And Supplies Wednesday Parent Communication Folders
4.2	Supporting Strong Communication Among School Staff Positive communication skills will be promoted among all staff through the use of a variety of communication tools: (1) E-mail (2) Phone (3) Twitter (4) Google (5) Daily schedules (6) Weekly Calendars	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	(7) Monthly Calendars (8) Yearly Calendar (9) Planning Meetings Announcements		
4.3	Supporting Communication Among Staff and Students (1) Teachers will promote positive communication and celebrate success (2) Office Staff and Administration will be available to students to support as needed throughout the school day used our Communication Protocol system (3) Staff to student communication will be made through a variety of communication tools such face-to-face, conferences, e-mail, phone, progress reports, Google, and announcements	All Students	
4.4	Supporting Communication Among Students (1) Communication skills will be fostered through classroom discussions, collaborative learning, Google Classroom, and teacher mentoring. (2) Communication skills will be taught to our Conflict Managers so they can help with problem solving (3) Students will understand the importance of appropriate communication through our PBIS system with the emphasis on being Safe-Kind-Responsible	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	(4) Students will work toward proficiency and fluency in oral and written communication through systematic ELD instruction, oral presentations, performances and projects (5) Responsible communication and interaction will be taught and monitored so students exhibit digital citizenship		
4.5	Supporting Communication with the District (1) Clear and timely communication between school and District will be accomplished through effective use of e-mail, text message, and direct phone contact (2) District information will be effectively conveyed to members of school staff and community (3) We will support District events and promote active participation among school community members	All Students	
4.6	Supporting Communication with the Wider Community (1) Social media such as SMORE Linked weekly in Instagram, and YouTube, will be used to share school information. (2) The school website and teacher websites will be used to communicate and promote Richman and the District's great programs. (3) Richman will continue to foster it's community relationships with CSUF, Hope University, St. Jude's Hospital, OCDE, and the Anaheim Ducks 4) Richman staff will participate in community events Love Fullerton, Richman Community Forums and Open House, and the FEF Toast to Learning.	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

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.

The strategies and activities associated with Goal 4 were substantially implemented as planned and supported progress toward strengthening family-school partnerships and communication among families, staff, students, and the wider community. Ongoing multilingual communication, parent meetings, family engagement events, Community Schools supports, and outreach efforts provided increased opportunities for families to participate in school decision-making and support student learning. family nights, coffee with the Principal, ELAC, SSC, and schoolwide communication systems contributed to strengthening relationships with families, promoting attendance and engagement, and fostering a more inclusive and connected school community.

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

There were no major differences between the intended implementation of strategies and the budgeted expenditures associated with this goal. Parent engagement activities, communication supports, translation services, and Community Schools outreach efforts were implemented substantially as planned. Minor adjustments were made as needed to respond to family participation needs and scheduling considerations, but these did not significantly alter the implementation of the 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.

Based on this analysis, Goal 4 will continue with refinements to strengthen multilingual communication, expand equitable opportunities for family participation, and increase engagement strategies that support attendance, student learning, and school connectedness. Continued emphasis will be placed on reducing barriers to participation, increasing outreach to English Learner and underserved families, and strengthening partnerships through surveys, workshops, family events, and shared decision making structures. Revisions to annual measurable outcomes, metrics, and strategies are reflected in Goal 4 under the updated Annual Measurable Outcomes and Strategies/Activities sections of the SPSA.

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	\$391,604.00
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 (\$)
Title I Part A: Allocation	\$157,833.00

Subtotal of additional federal funds included for this school: \$157,833.00

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF - Base	\$59,047.00
LCFF - Supplemental	\$174,724.00

Subtotal of state or local funds included for this school: \$233,771.00

Total of federal, state, and/or local funds for this school: \$391,604.00

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
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Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Base	59,047.00
LCFF - Supplemental	174,724.00
Title I Part A: Allocation	157,833.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	94,426.00
2000-2999: Classified Personnel Salaries	111,753.00
4000-4999: Books And Supplies	101,143.00
5000-5999: Services And Other Operating Expenditures	41,253.00
5800: Professional/Consulting Services And Operating Expenditures	43,029.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	LCFF - Base	5,781.00
4000-4999: Books And Supplies	LCFF - Base	40,629.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	12,137.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	82,135.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	32,286.00
4000-4999: Books And Supplies	LCFF - Supplemental	14,211.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	15,200.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	30,892.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	12,291.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	73,686.00
4000-4999: Books And Supplies	Title I Part A: Allocation	46,303.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	25,553.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	190,089.00
Goal 2	107,897.00
Goal 3	75,248.00
Goal 4	18,370.00

School Site Council Membership

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

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

Name of Members	Role
Devi Sok-Huynh	Principal
Brooke Kerr	Other School Staff
Luann Grismer	Classroom Teacher
Wendy Vrsalovich	Classroom Teacher
Amy De Salvo	Classroom Teacher
Robin Abergas	Parent or Community Member
Yadhira Martinez	Parent or Community Member
Irma Guadarrama	Parent or Community Member
Lottery Julian	Parent or Community Member
Mark Anderson	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/16/26.

Attested:

Principal, Devi Sok-Huynh on 4/16/26

SSC Chairperson, Robin Abergas on 4/16/26

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/>

Updated by the California Department of Education, October 2023

RICHMAN

Family/Parent Pledge

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

- Provide a quiet time and place for homework and learning.
 - Encourage my child to read daily (20 minutes for grades K–3 and 30 minutes for grades 4–6).
 - Communicate with the teacher or school when I have questions or concerns.
 - Ensure that my child attends school regularly, gets enough sleep, and receives proper nutrition and medical care.
 - Monitor my child's progress in school and support learning at home.
 - Participate in school activities such as conferences, family events, volunteering, or school decision-making opportunities when possible.
 - Encourage positive habits and communicate the importance of education and effort.
 - Treat school staff, students, and families with respect.
-

Teacher Compact

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

- Provide high-quality curriculum and instruction aligned to grade-level standards.
- Motivate and inspire students to learn and grow.
- Maintain high expectations and help every child develop confidence and a love of learning.
- Communicate regularly with families about student progress and learning goals.
- Provide a warm, safe, and caring learning environment that supports all students.
- Assign meaningful learning activities and homework, as appropriate, to reinforce and extend classroom learning.
- Participate in professional development opportunities to continuously improve teaching and learning.
- Work collaboratively with colleagues, families, and the school community to support student success.
- Make our school accessible and welcoming to all families.
- Treat students, families, and colleagues with respect and professionalism.

Student Compact

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

- Come to school ready to learn and do my best each day.
- Bring necessary materials and complete assignments and homework on time.
- Follow school and classroom expectations.
- Ask for help when I need it.
- Share my school experiences with my family so they can help support my learning.
- Spend time reading or practicing skills at home each day.
- Use technology and screen time responsibly.
- Show respect for my school, classmates, staff, and families.

Richman Elementary School
Title I School-Level Parental Involvement Policy
2026–2027

Richman Elementary School has developed a written Title I Parental Involvement Policy with input from parents. A variety of meetings throughout the school year allow for parent involvement. The meetings are conducted in Spanish and English. During parent meetings such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), the Annual Title I Meeting, Coffee with the Principal, and parent workshops/trainings, the formulation of parental suggestions is encouraged, reviewed, placed on agendas for action and discussed. The Parent Involvement Policy is distributed at the beginning of the school year to all returning families. For those parents and students enrolling at Richman Elementary during the school year, the Parent Involvement Policy is provided in the registration packet.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Richman Elementary School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - During a meeting held at the beginning of the school year, the school's Title I program is shared and discussed. During this meeting, parents can expect the following to be explained:
 - Purpose and Definition of Title I
 - Title I program components at Richman Elementary
 - The most recent school achievement data
 - Parent's rights under Title I
 - Goals of the Single Plan for Student Achievement (SPSA)
 - Allocation of Title I funds
 - Title I Parent Involvement Policy
 - Home/School Compact
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - A number of meetings soliciting parental input are offered throughout the school year. PTA and Back to School Night are held in the evening. ELAC and Coffee with the Principal are held in the morning and/or afterschool. SSC meetings are held before or afterschool to accommodate work schedules.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
 - At all parent meetings, parents are encouraged to participate and comment, provide feedback, and offer suggestions about the school's Title I program. All parent comments are recorded in the meeting minutes. Parental comments, feedback, and suggestions are shared with staff at staff meetings and at the SSC meetings.

- Responses to parent suggestions/feedback/comments are provided by the next scheduled meeting, whenever possible.
 - A Needs Assessment Survey is distributed to parents at the beginning of the school year. Results from the survey are shared with parents at ELAC, PTA, SSC, and training/workshop meetings.
 - The School/Home Compact and Title I Parent Involvement Policy are reviewed, revised (as needed), and adopted annually by the SSC members.
- The school provides parents of Title I students with timely information about Title I programs.
 - The monthly newsletter informs parents of all parent meetings taking place throughout the month with the date, time, and location of the meetings/workshops. Information related to parent meetings/workshops is also made known by the following manner: school marquee, flyers sent home in English and Spanish, mass notification service (telephone communication), agendas posted around campus, and school website.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - Parents are notified annually of individual student assessment results by the school. An explanation of the information is provided in English and Spanish.
 - Teachers provide information to all parents during Back to School Night describing the curriculum, academic and behavior expectations, homework policies, assessment procedures, and other school related topics.
 - Parent Conferences are held twice a year and report cards are provided to parents 3 times throughout the school year. Progress reports are sent home halfway through the trimester for students not making adequate growth.
 - At all parent meetings, SPSA goals, California Dashboard Results, and Trimester Diagnostic Assessment data are reviewed and explained.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
 - SSC, ELAC, PTA, and Coffee with the Principal meetings are scheduled throughout the school year and offer forums for parents to express and discuss opportunities for improving the education of their children.
 - Parent conferences may be scheduled upon the request of parents or teachers at any time other than the pre-scheduled Parent Conferences in the fall and spring. Translators are available, when needed, to assist in the communication between parent and teacher.

Escuela Primaria Richman

Política de Participación de Padres a Nivel Escolar Título I 2026–2027

La Escuela Primaria Richman ha desarrollado una Política escrita de Participación de Padres bajo el programa Título I con la participación de los padres. A lo largo del año escolar se llevan a cabo diversas reuniones que permiten la participación activa de los padres. Estas reuniones se realizan en inglés y español. Durante reuniones como el Consejo del Plantel Escolar (SSC), el Comité Asesor de Estudiantes del Idioma Inglés (ELAC), la Asociación de Padres y Maestros (PTA), la Reunión Anual de Título I, Cafecito con la Directora y talleres o capacitaciones para padres, se fomenta la formulación de sugerencias por parte de los padres, las cuales se revisan, se incluyen en las agendas y se discuten para su acción correspondiente. La Política de Participación de Padres se distribuye al inicio del año escolar a todas las familias que regresan. Para los padres y estudiantes que se inscriben durante el año escolar, se incluye una copia en el paquete de inscripción.

Participación de los Padres en el Programa Título I

Para involucrar a los padres en el programa Título I en la Escuela Primaria Richman, se han establecido las siguientes prácticas:

- La escuela convoca una reunión anual para informar a los padres de estudiantes de Título I sobre los requisitos del programa y los derechos de los padres de participar.
 - Durante una reunión realizada al inicio del año escolar, se presenta y discute el programa Título I de la escuela. En esta reunión, se explican los siguientes temas:
 - Propósito y definición del Título I
 - Componentes del programa Título I en la Escuela Primaria Richman
 - Datos más recientes del rendimiento académico de la escuela
 - Derechos de los padres bajo el programa Título I
 - Metas del Plan Único para el Rendimiento Estudiantil (SPSA)
 - Asignación de fondos de Título I
 - Política de Participación de Padres de Título I
 - Acuerdo de colaboración entre la escuela y el hogar
- La escuela ofrece un número flexible de reuniones para los padres de Título I, incluyendo reuniones en la mañana o por la tarde/noche.
 - Se ofrecen varias reuniones durante el año escolar para solicitar la participación de los padres. PTA y la Noche de Regreso a Clases se llevan a cabo por la tarde, mientras que ELAC y Cafecito con la Directora se realizan en la mañana y/o después de clases. Las reuniones del SSC se organizan antes o después de clases para adaptarse a los horarios laborales.
- La escuela involucra a los padres de estudiantes de Título I de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas de Título I y la política de participación de padres.

- En todas las reuniones de padres se les anima a participar, comentar, dar sugerencias y retroalimentación sobre el programa Título I. Todos los comentarios se registran en las actas de las reuniones.
- Los comentarios, retroalimentación y sugerencias de los padres se comparten con el personal durante reuniones de personal y del SSC.
- Siempre que sea posible, se dan respuestas a las sugerencias/comentarios de los padres en la siguiente reunión programada.
- Al inicio del año escolar se distribuye una encuesta de necesidades a los padres. Los resultados se comparten en reuniones de ELAC, PTA, SSC y talleres/capacitaciones.
- El Acuerdo entre la Escuela y el Hogar y la Política de Participación de Padres de Título I son revisados, modificados (si es necesario) y adoptados anualmente por los miembros del SSC.
- La escuela proporciona a los padres de estudiantes de Título I información oportuna sobre los programas Título I.
 - El boletín mensual informa a los padres sobre todas las reuniones del mes con la fecha, hora y lugar. Esta información también se difunde mediante: la marquesina de la escuela, volantes en inglés y español, llamadas telefónicas automatizadas, agendas colocadas en el campus y el sitio web escolar.
- La escuela informa a los padres de estudiantes de Título I sobre el currículo utilizado, las evaluaciones del progreso académico y los niveles de dominio esperados.
 - Los padres reciben anualmente los resultados de evaluaciones individuales. Se ofrece explicación en inglés y español.
 - Durante la Noche de Regreso a Clases, los maestros presentan el currículo, expectativas académicas y de conducta, tareas, evaluaciones y otros temas escolares.
 - Se realizan dos conferencias de padres al año y se entregan boletines de calificaciones tres veces por año. También se envían informes de progreso a mitad del trimestre para estudiantes que no están alcanzando un crecimiento adecuado.
 - En todas las reuniones con padres se revisan y explican las metas del SPSA, los resultados del California Dashboard y los datos de evaluaciones diagnósticas trimestrales.
- Si los padres de estudiantes de Título I lo solicitan, la escuela ofrece oportunidades para reuniones regulares que les permitan participar en decisiones relacionadas con la educación de sus hijos.
 - Las reuniones de SSC, ELAC, PTA y Cafecito con la Directora se programan durante todo el año escolar y ofrecen foros para que los padres expresen y discutan oportunidades para mejorar la educación de sus hijos.
 - Las conferencias entre padres y maestros pueden programarse en cualquier momento a solicitud de los padres o maestros, además de las conferencias programadas en otoño y primavera. Traductores están disponibles, si se requieren, para facilitar la comunicación entre padres y maestros.

