School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Riverview STEM Academy	34673300129676	May 8, 2024	August 15, 2024

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 School Site 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 Riverview STEM Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Riverview STEM Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this plan is to align our site goals to the Local Control and Accountability Plan (LCAP) goals of the district. The focus on school-wide coherence, teamwork, student engagement, student achievement, Social Emotional Learning (SEL), and Professional Learning Community (PLC) practices is how we will meet the Every Student Succeeds Act (ESSA) requirements. The long-term goal of eliminating the achievement gap, with every student performing at high levels, will be our focus. Evidence based interventions including identifying essential standards, providing a Multi-Tiered System of Supports (MTSS), and using common pre-and post-assessments to flexibly group students for targeted instruction based on need, will be part of the intention of the School Plan for Student Achievement (SPSA). We will use our Multi-Tiered System of Support (MTSS) collaboration time, with our grade level teams, Intervention teacher, and Instructional Aides (IA's) to make data informed decisions to differentiate and meet the needs of all of all of our learners.

School Vision and Mission

Vision Statement:
At Riverview STEM Academy students will become successful citizens, problem solvers, and critical thinkers who learn to take risks through a rigorous curriculum.

Mission Statement - What are we going to do to support our school's Vision:
1. Focus on essential standards work through STEM Integration and PLCs.
2. Provide visual evidence as a driver for equity.
3. Develop STEM identity and motto.
4. Create and Implement cohesive SEL progression.

School & Community Profile

Riverview STEM Academy is a public magnet program serving the surrounding communities through an application process. Riverview STEM Academy retains the charm and quaintness of a small school while having all of the technology and state of the art amenities of a new school.

Riverview STEM Academy is committed to inspiring students to achieve the highest standards of intellectual and personal development through a stimulating and comprehensive program. Within a caring, respectful, multicultural environment, the school is committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges. The school community is committed to developing students who are resilient and adaptable.

Riverview STEM Academy is a comprehensive K-5th grade school with year-long Science, Technology, Engineering, and Math (STEM) program designed for students to become problem solvers and critical thinkers. Using the engineering design process and the scientific method with a dynamic science curriculum, students will employ STEM knowledge, skills, and habits of mind, learning that it is OK to take risks and make mistakes.

We proudly offer programs that serve the individual needs of our students including Gifted & Talented Education (GATE), Student Care, Advanced Learning, and Intervention Programs. For the 2023/2024 school year, Riverview STEM Academy has 14 Academy classes and a full-time Intervention class (Grades K-5).

We accept applications beginning in January and maintain a waitlist as space becomes available. Registration for each school year begins the first week in January.

The staff at Riverview STEM Academy provides a caring atmosphere where students can learn from outstanding professionals who are well trained and highly educated. It is our mission, along with that of the Folsom Cordova Unified School District (FCUSD), to provide excellence in educational programs that carry high expectations for each student's achievement and success.

Our curriculum is focused on teaching a STEM program and adopted California Common Core Standards. Materials used in our STEM program are, Project Lead the Way (PLTW), Engineering Is Elementary, Activities Integrating Math and Science (AIMS), Adventures in Aerospace, Vex Robotics, and many project based STEM lessons. Materials used in our core English Learner Arts (ELA) and Math programs are state and district adopted materials. Teachers follow the district adopted Pacing Guides for Math and Language Arts.

Riverview STEM Academy encourages and respects a connective relationship between home and school. We also value our community contacts and parent participation. The strong parent support we receive helps us in our goal of providing an excellent educational program. Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Parent-Teacher Association (PTA) is extremely active, providing many activities and events for the students and families of Riverview STEM Academy. Our school web page keeps parents informed about schedules, events, and activities happening at school. Teachers maintain their own page on our website which allows two-way communication between teacher and parent and includes the ability for a parent to check grades and attendance. Frequent communication, regular conferences, and parent involvement in the classroom all help to build a positive learning environment.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Riverview STEM Academy is proud to communicate in multiple ways to develop, review, and gather input for our School Plan for Student Achievement (SPSA). Our School Site Council is comprised of staff and parent representatives, working toward a common goal of student achievement. We hold meetings at least five times a year to review, connect, and reevaluate site practices while making plans for improvement. Our previous SPSA is shared and reviewed at our first meeting, allowing for a better glimpse of where we've been and where we're going as a school. As a School Site Council, we also ensure that our mission and goals support and align with the Folsom Cordova Unified School District's (FCUSD) LCAP. Other meetings and communication occur throughout the year as well to encourage home-school communication and progress monitoring. We encourage and welcome participation as well, including but not limited to monthly Parent Teacher Association (PTA) meetings, PTA general meetings, campus walkthroughs, weekly staff meetings, leadership team meetings, grade level collaboration meetings, teacher/parent conferences, email, voicemail, the weekly newsletter, FCUSD Professional Development days, ECBN meetings, Superintendent's Communication Committee, Grade Level Leader meetings, family nights sponsored by PTA and Coffee and Chat with Mrs. Powell.

School Site Council (committee of parents and staff to guide school goal setting, progress monitoring, and budgetary decision making) Meetings:
Wednesday Meetings: 4:00 pm - 5:30 pm
08/23/23 - 4pm
9/27/23 - 4pm
02/21/24 - 4 pm
05/08/24 - 4pm

English Learners Advisory Committee (committee of parents with English Learners that makes recommendations regarding programs for students with second language needs) Meetings:
Wednesday Meetings: 4:00 pm - 5:30 pm
08/23/23 - 4pm
9/27/23 - 4pm
02/21/24 - 4 pm
05/08/24 - 4pm

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.

Our student achievement is very high, with all categories on our dashboard in green or blue. Our challenge is to continue to grow and perform at increasingly higher levels. This will take deep, and meaningful collaborative effort from all of our teachers. Our Professional Learning Community (PLC) model needs refining, and our teachers need PD around this process. We will be participating in a 15-day challenge PD throughout the year, at the district and site levels. We also have two department chairs committed to the PLC process. In addition, our department chairs are attending ongoing Building Thinking classroom training with our Sacramento County Office of Education (SCOE) to improve our mathematical engagement and rigor with these strategies. We are excited about continuing the work we started.

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.

No student groups are in the Red or Orange in the state indicator category, Suspension rate, English Language Arts, Mathematics, and English Learning Progress. However, we did have one student group, Two or More races, in the orange performance category in Chronic Absenteeism. All other groups were in blue or green under the Chronic Absenteeism category. Our suspension rate is in Blue for all student groups, which is reflective of the layers of behavioral support we offer all students at Riverview.

My attendance clerk and I worked very hard to improve attendance this year. We had 20-day challenges with prizes twice this year that were very successful. We also ordered posters that tracked attendance that were posted in the front office and noticed by many students, teachers, and families. In addition, we put the names of all students who achieved perfect attendance in a bingo barrel each month and drew names for prizes during our monthly character assemblies. We made a much greater effort to reach out to families that were chronically absent and worked collaboratively to overcome challenges and obstacles.

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.

No student groups are two or more performance levels below "all student" performance.

Other Needs

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

Our enrollment is close to pre-pandemic levels, with a wait list for continued growth.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Riverview STEM Academy. 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.59%	0.29%	0.29%	2	1	1
African American	2.97%	2.33%	1.73%	10	8	6
Asian	40.06%	40.23%	37.86%	135	138	131
Filipino	1.19%	1.17%	1.16%	4	4	4
Hispanic/Latino	13.95%	14.87%	15.90%	47	51	55
Pacific Islander	%	0%	%	0	0	
White	29.97%	30.32%	30.35%	101	104	105
Multiple/No Response	11.28%	10.79%	12.72%	38	37	44
			Total Enrollment	337	343	346

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	59	59	59
Grade 1	60	60	60
Grade 2	60	60	60
Grade3	59	60	60
Grade 4	51	55	59
Grade 5	48	49	48
Total Enrollment	337	343	346

Conclusions based on this data:

1. Riverview STEM Academy is a choice only school with no home school population.
2. We are now at or above an enrollment of 343 students, serving students in grades K-5.
3. Our enrollment is close to pre-pandemic levels, with a wait list for continued growth.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	35	45	42	14.2%	10.4%	12.1%
Fluent English Proficient (FEP)	82	71	75	18.3%	24.3%	21.7%
Reclassified Fluent English Proficient (RFEP)				12.5%		

Conclusions based on this data:

1. Data shows the program is effective in supporting and reclassifying students Reclassification Fluent English Proficient (RFEP).
2. The number of English Learners is increasing every year at our school site, making a strong case for our need for Bilingual Instructional Aide support, driving our decision to allocate unduplicated pupil funds to this initiative.
3. Percentage of RFEP students continues to increase with each grade level. Data shows that interventions and support are working.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	59	59	0	59	59	0	59	59	0.0	100.0	100.0
Grade 4	57	50	55	0	50	55	0	50	55	0.0	100.0	100.0
Grade 5	50	49	47	0	49	47	0	49	47	0.0	100.0	100.0
All Grades	164	158	161	0	158	161	0	158	161	0.0	100.0	100.0

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2511.	2491.		66.10	59.32		22.03	22.03		8.47	8.47		3.39	10.17
Grade 4		2541.	2554.		60.00	58.18		18.00	27.27		18.00	9.09		4.00	5.45
Grade 5		2578.	2558.		51.02	42.55		34.69	29.79		8.16	19.15		6.12	8.51
All Grades	N/A	N/A	N/A		59.49	54.04		24.68	26.09		11.39	11.80		4.43	8.07

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.37	38.98		54.24	54.24		3.39	6.78
Grade 4		50.00	41.82		48.00	54.55		2.00	3.64
Grade 5		48.98	36.17		48.98	59.57		2.04	4.26
All Grades		46.84	39.13		50.63	55.90		2.53	4.97

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.98	23.73		54.24	66.10		6.78	10.17
Grade 4		32.00	34.55		60.00	61.82		8.00	3.64
Grade 5		40.82	23.40		53.06	72.34		6.12	4.26
All Grades		37.34	27.33		55.70	66.46		6.96	6.21

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.90	30.51		66.10	64.41		0.00	5.08
Grade 4		38.00	25.45		58.00	67.27		4.00	7.27
Grade 5		28.57	25.53		69.39	65.96		2.04	8.51
All Grades		33.54	27.33		64.56	65.84		1.90	6.83

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.07	44.07		49.15	50.85		6.78	5.08
Grade 4		28.00	36.36		70.00	61.82		2.00	1.82
Grade 5		30.61	21.28		61.22	74.47		8.16	4.26
All Grades		34.81	34.78		59.49	61.49		5.70	3.73

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Conclusions based on this data:

1. Data supports our instructional strategies are effective and we continue to improve scores.
2. The area we see the greatest percentage of students performing below standard is research and inquiry. We will continue to use Benchmark and add Amplify Science to improve overall scores and progress in this area.
3. Our percentage of at or above grade level on the CAASPP has increased and our percentage below grade level has decreased.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	59	59	0	59	59	0	59	59	0.0	100.0	100.0
Grade 4	57	50	55	0	50	55	0	50	55	0.0	100.0	100.0
Grade 5	50	49	47	0	49	47	0	49	47	0.0	100.0	100.0
All Grades	164	158	161	0	158	161	0	158	161	0.0	100.0	100.0

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2532.	2504.		62.71	55.93		28.81	30.51		6.78	10.17		1.69	3.39
Grade 4		2533.	2569.		50.00	56.36		24.00	36.36		20.00	5.45		6.00	1.82
Grade 5		2570.	2561.		53.06	44.68		18.37	23.40		14.29	29.79		14.29	2.13
All Grades	N/A	N/A	N/A		55.70	52.80		24.05	30.43		13.29	14.29		6.96	2.48

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		74.58	66.10		22.03	30.51		3.39	3.39
Grade 4		54.00	65.45		38.00	30.91		8.00	3.64
Grade 5		46.94	42.55		46.94	55.32		6.12	2.13
All Grades		59.49	59.01		34.81	37.89		5.70	3.11

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		55.93	44.07		40.68	52.54		3.39	3.39
Grade 4		42.00	47.27		46.00	50.91		12.00	1.82
Grade 5		42.86	34.04		44.90	57.45		12.24	8.51
All Grades		47.47	42.24		43.67	53.42		8.86	4.35

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		61.02	49.15		35.59	50.85		3.39	0.00
Grade 4		50.00	54.55		44.00	43.64		6.00	1.82
Grade 5		34.69	44.68		59.18	46.81		6.12	8.51
All Grades		49.37	49.69		45.57	47.20		5.06	3.11

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Math went up 12% continuing an upward trend of improving scores.
2. We will continue to monitor individual students.
3. Focusing on strategies for writing a constructed response proved to be successful and will be continued.

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) web page or the 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1451.7	1458.9	*	1449.2	1455.2	*	1457.4	1466.9	10	11	15
1	*	*	*	*	*	*	*	*	*	7	6	9
2	1572.3	*	*	1569.6	*	*	1574.3	*	*	12	4	6
3	1522.7	*	*	1533.1	*	*	1512.0	*	*	13	4	4
4	*	*	*	*	*	*	*	*	*	*	6	*
5		*	*		*	*		*	*		*	4
All Grades										45	33	39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	18.18	20.00	*	54.55	53.33	*	27.27	26.67	*	0.00	0.00	*	11	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	75.00	*	*	25.00	*	*	0.00	*	*	0.00	*	*	12	*	*
3	46.15	*	*	30.77	*	*	15.38	*	*	7.69	*	*	13	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	53.33	24.24	28.21	35.56	60.61	51.28	8.89	15.15	20.51	2.22	0.00	0.00	45	33	39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	18.18	26.67	*	54.55	53.33	*	27.27	20.00	*	0.00	0.00	*	11	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	83.33	*	*	16.67	*	*	0.00	*	*	0.00	*	*	12	*	*
3	53.85	*	*	38.46	*	*	7.69	*	*	0.00	*	*	13	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	64.44	39.39	43.59	28.89	42.42	41.03	6.67	18.18	12.82	0.00	0.00	2.56	45	33	39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	18.18	20.00	*	45.45	33.33	*	27.27	46.67	*	9.09	0.00	*	11	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	50.00	*	*	33.33	*	*	16.67	*	*	0.00	*	*	12	*	*
3	15.38	*	*	38.46	*	*	30.77	*	*	15.38	*	*	13	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	33.33	18.18	23.08	42.22	48.48	41.03	20.00	30.30	35.90	4.44	3.03	0.00	45	33	39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	54.55	33.33	*	36.36	60.00	*	9.09	6.67	*	11	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	83.33	*	*	16.67	*	*	0.00	*	*	12	*	*
3	46.15	*	*	30.77	*	*	23.08	*	*	13	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	57.78	57.58	38.46	35.56	39.39	56.41	6.67	3.03	5.13	45	33	39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	13.33	*	81.82	86.67	*	18.18	0.00	*	11	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	83.33	*	*	16.67	*	*	0.00	*	*	12	*	*
3	92.31	*	*	7.69	*	*	0.00	*	*	13	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	75.56	36.36	48.72	24.44	54.55	51.28	0.00	9.09	0.00	45	33	39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	18.18	20.00	*	81.82	80.00	*	0.00	0.00	*	11	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	75.00	*	*	25.00	*	*	0.00	*	*	12	*	*
3	23.08	*	*	53.85	*	*	23.08	*	*	13	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	44.44	21.21	25.64	48.89	72.73	66.67	6.67	6.06	7.69	45	33	39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	54.55	60.00	*	27.27	40.00	*	18.18	0.00	*	11	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	50.00	*	*	50.00	*	*	0.00	*	*	12	*	*
3	15.38	*	*	69.23	*	*	15.38	*	*	13	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	42.22	39.39	43.59	53.33	54.55	56.41	4.44	6.06	0.00	45	33	39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. We continue to support our EL students and see the reclassifications consistently taking place, resulting in many students Reclassification Fluent English Proficient (RFEP).
2. We need to continue to use our Bilingual Instructional Aide for targeted, researched based intervention strategies.
3. We administered the ELPAC in 2024 and had a high RFEP percentage.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
343	**10.2**	**13.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Riverview STEM Academy.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	45	13.1
Foster Youth		
Homeless	2	0.6
Socioeconomically Disadvantaged	35	10.2
Students with Disabilities	19	5.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	2.3
American Indian	1	0.3
Asian	138	40.2
Filipino	4	1.2
Hispanic	51	14.9
Two or More Races	37	10.8
White	104	30.3

Conclusions based on this data:

1. Our students with disabilities group are increasing.

2. Riverview STEM Academy has a significantly low homeless student group 0.6%.
3. Our school is very diverse, and this should be the lens we use to make all site-based decisions for our school.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Blue		

Conclusions based on this data:

1. English Language Arts (ELA) scores continue to grow which indicates the Benchmark Advance program and teachers are meeting the needs of our students.
2. Math scores grew this year with teachers supplementing Envision 2020 with Building Thinking Classrooms. We will continue to use this updated version of EnVision as well as the supplemental curriculum approved by our district.

3. The emphasis on a yearlong Science Technology Engineering and Math (STEM) program is effective in all student groups.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	1

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	45.8 points above standard	No Performance Color
67.3 points above standard	Decreased Significantly -17.2 points	0 Students
Decreased -8 points	24 Students	
157 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	58.4 points above standard	20.9 points above standard
3 Students	Increased Significantly +18.5 points	Increased +6 points
	23 Students	13 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	 No Performance Color 0 Students	 Green 70.5 points above standard Decreased Significantly -20.9 points 51 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
57.6 points above standard Decreased -4.6 points 27 Students	54.5 points above standard Decreased Significantly -27.4 points 16 Students	 No Performance Color 0 Students	 Blue 66.2 points above standard Increased +5.3 points 56 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 8 Students	62.8 points above standard Decreased Significantly -37.3 points 16 Students	65.7 points above standard Decreased -5.3 points 112 Students

Conclusions based on this data:

1. Overall, we are performing well, with the vast majority of our students scoring at or above grade level in ELA.
2. Our low socioeconomic students score very well, with the majority scoring at or above grade level. However, their scores are noticeably lower than the school's overall average.
3. We experienced a decline in scores with our English Learners, making a case for a need for a staff wide focus on improving Tier I instruction for our English Learners

School and Student Performance Data

Academic Performance

Mathematics

The 2023 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.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	45.6 points above standard	No Performance Color
63.7 points above standard	Decreased Significantly -20.2 points	0 Students
Maintained -1.5 points	24 Students	
157 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	35.7 points above standard	23.7 points above standard
3 Students	Increased +4.4 points	Increased Significantly +18.4 points
	23 Students	13 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	 No Performance Color 0 Students	 Green 81.8 points above standard Decreased -13 points 51 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
42.9 points above standard Increased Significantly +25.1 points 27 Students	58.7 points above standard Decreased -3.8 points 16 Students	 No Performance Color 0 Students	 Green 57.8 points above standard Decreased -7.2 points 56 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 8 Students	58.3 points above standard Decreased Significantly -32.4 points 16 Students	59.8 points above standard Increased +3.6 points 112 Students

Conclusions based on this data:

1. Overall, we are performing well, with the vast majority of our students scoring at or above grade level in math.
2. Our low socioeconomic students score very well, with the majority scoring at or above grade level. However, their scores are noticeably lower than the school's overall average.
3. We experienced a significant decrease in math scores with our English Learners and need to identify and implement strategies for improvement.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
66.7% making progress towards English language proficiency
Number of EL Students: 21 Students
Performance Level: No Performance Level

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.

2023 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
2	5	0	14

Conclusions based on this data:

1. Although a relatively low population, our EL students will continue to be an area of focus.
2. Our English learner student perform at very high levels.
3. Our administrator and intervention teacher have developed a method of monitoring progress for all of our EL students that have RFEP status that we shared schoolwide.

School and Student Performance Data

Academic Performance

College/Career Report

The 2023 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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. NA for elementary school

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 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.

2023 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
6% Chronically Absent	6.4% Chronically Absent	0 Students
Declined Significantly -3.4	Declined -7.4	
352 Students	47 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Blue	4.2% Chronically Absent
4 Students	0% Chronically Absent	Declined -17.6
	Declined -14.8	24 Students
	46 Students	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 1 Student	 Green 6.4% Chronically Absent Declined -3.1 140 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 5.5% Chronically Absent Declined -2.5 55 Students	 Orange 5.4% Chronically Absent Increased 2.8 37 Students	 No Performance Color 0 Students	 Green 6.5% Chronically Absent Declined -4.3 107 Students

Conclusions based on this data:

1. A focus on attendance will be given as the data indicates that is an area of concern.
2. We will work with parents, students, and staff to address attendance concerns, looking for ways to prioritize, and validate the school day and instructional hours.
3. Chronic absenteeism and truancy will continue to be monitored and tracked through our district support attendance program.

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. All 5th grade students were promoted to 6th grade.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 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.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	6

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0	Maintained 0	
357 Students	48 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Blue	0% suspended at least one day
4 Students	0% suspended at least one day	Maintained 0
	Maintained 0	25 Students
	47 Students	

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 143 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0% suspended at least one day Maintained 0 55 Students	 Blue 0% suspended at least one day Maintained 0 37 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 109 Students

Conclusions based on this data:

1. We did not have one suspension this year.
2. We will continue implement and support strong Positive Behavioral Intervention and Support (PBIS) practices to encourage problem solving, proactive supports, connectivity and de-escalation strategies school wide. A focus of student connectedness will be in place, as well as, ensuring each student has at least one adult on campus they can count on or feel that they support them.
3. We implemented a new data system called School-Wide Information System (SWIS) to better serve and intervene on the needs of our students.

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.

Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).
We will provide intervention in the classroom embedded in all Math and ELA lessons.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)
1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.
1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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.

We will look at CAASSP scores, Renaissance, Common Formative Assessments and curriculum embedded assessment to identify students in need.

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
CAASP, ELPAC, Renaissance and school site assessments.	CAASP, ELPAC, Renaissance and school site assessments taken in August.	1 year growth by end of May 2023

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	We will continue support of English Language Learners by purchasing additional Bilingual Instructional Aide time.	English Language Learner students will benefit from this strategy.	3,933 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA Salary 1,428 LCFF - Supplemental

			3000-3999: Employee Benefits Benefits for BIA
1.2	We will attend Education Through Music training to improve literacy development, English Language Development practices, and Social Emotional Learning outcomes.	All students reading below grade level as well as English Language Learners will be served by this strategy.	None Specified 5800: Professional/Consulting Services And Operating Expenditures
1.3	We will hire an Intervention teacher to provide foundational reading support to students in need.	All students benefit from this strategy.	17684 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 7885 Learning Recovery 3000-3999: Employee Benefits Benefits for Intervention Teacher
1.4	We will add Paraeducator time to facilitate our Behavior Academies	All students benefit from this strategy	1,527 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Para-Educator Salary 547 LCFF - Supplemental 3000-3999: Employee Benefits Para-Educator Benefits
1.5	We will hire a parent coordinator to increase parent participation for overall student success	All Students with emphasis on unduplicated	2419 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator Salary 943 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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.

Our BIA support was very effective in developing English and literacy goals with our EL population as is evidenced by improved ELPAC scores.

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

No major differences

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.

We will add Education through Music training for our teachers to improve literacy and English Language Development (ELD)

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.

We will increase opportunities for family engagement and parent input and the utilization of volunteers.
Using data tools like surveys, panorama, and CHKS, we will increase the number of students and families feeling connected to our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)
2.01 - Increase student attendance rates and reduce chronic absenteeism.
2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.
2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

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.

We believe improving culture and climate and creating an environment where students and families feel connected will reduce the number of families leaving our program.

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
Power School Enrollment	We had 10 students leave our program at the end of the 2022-2203 school year.	Decrease the number of students leaving our school

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	We are hiring an Elementary Intervention Specialist to work with students needing additional SEL support.	This strategy will serve all of our students.	1500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Elementary Intervention Program

2.2	We will increase attendance through parent outreach and student incentives that will be facilitated by additional clerk hours.	All students will be served by this strategy.	3566 LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk Salary 1323 LCFF - Supplemental 3000-3999: Employee Benefits School Clerk Benefits
2.3	We will provide additional Health Clerk hours to focus on wellness and parent outreach. We will also utilize our Bilingual Instructional Aide for parent outreach.	All students will be served by this strategy.	
2.4	We will also utilize our Bilingual Instructional Aide for parent outreach.	English Language Learners will benefit from this strategy.	3933 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Aide Support 1429 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Bilingual Instructional Aide Support
2.5	We will hire a parent coordinator to support family and student engagement.	All students benefit from this strategy.	2420 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 943 LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Parent Coordinator
2.6	We will hire an Intervention Teacher to provide PBIS support to students.	All students benefit from this strategy.	17684 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher Support 7886 Learning Recovery 3000-3999: Employee Benefits Benefits for Intervention Teacher Support
2.7	We will add Paraeducator time to facilitate our Behavior Academies	All students	1527 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 548 LCFF - Supplemental 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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.

We saw an increase in parent engagement through attendance at school functions, participation in groups like PTA , School Site Council, and English Language Advisory Committee. We also saw students with Tier 2 behavior challenges improve and, in some cases, phase out of Tier 2 need for support.

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.

We will continue with this goal and continue to allocate funds for our Special Friends facilitator and Bilingual Aide support.

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.

Students will increase academic performance in both ELA and Math.
Students will receive academics with high quality instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)
3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.02 - Provide professional development opportunities in quality first instruction.
3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

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.

We would like to improve our scores by improving first instruction and Tier I differentiation. We would also like to increase and improve our before and after school intervention opportunities.

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
English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Performance and Progress (CAASPP), and school site assessments.	Beginning of year assessments done in August.	1 year growth for all of our students by the end of May 2023

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	Multiple Tiers of Student Success measures will be implemented. (LCAP 4.2) We will hire a Bilingual Instructional Aide to support our English Learner students.	Teachers will identify students who need support through assessments.	3933 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Aide Support 1429

			LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Bilingual Instructional Support
3.2	We will meet, a minimum of three times a month, in PLC's, all year long to look at student progress and optimize first instruction.	All students enrolled in our school will be served by this strategy.	
3.3	We will hire an Intervention teacher to provide academic support to students in need.	All students benefit from this strategy.	17684 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 7886 Learning Recovery 3000-3999: Employee Benefits Benefits for Intervention Teacher
3.4	We will provide two half day release time for every grade level to work collaboratively on their 15-day challenge	All students benefit from this strategy.	
3.5	We will add additional hours to our health clerk and attendance clerk to better support access and engagement in our curriculum	All students benefit from this strategy.	3566 LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk Salary 1321 LCFF - Supplemental 3000-3999: Employee Benefits School Clerk Benefits 2608 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk Salary 1026 LCFF - Supplemental 3000-3999: Employee Benefits Health Clerk Benefits
3.6	We will hire a parent coordinator to better support access and engagement in our curriculum	All students benefit from this strategy.	2419 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator Salary 944 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits
3.7	We will hire an Elementary Intervention Facilitator to better support engagement and access to our curriculum	All students benefit from this strategy.	1500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Special Friends

Annual Review

SPSA Year Reviewed: 2023-24

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.

Our Intervention teacher has had a positive impact on learning outcomes as is evidenced by SIPPS mastery tests, Benchmark exams, and Renaissance reports.

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.

We will end before and after school intervention and instead embed intervention into every ELA and Math lesson we teach.

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.

Our goal is to improve ELA academic performance in all grade levels.
All students will show growth in ELA proficiency as measured by California Assessment of Student Performance & Progress (CAASPP) results, Benchmark Interim Assessments, and Renaissance scores.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)
4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
4.02 - Maintain schools in good repair.
4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all 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.

We will increase our student ELA scores by 2% and provide intervention for students working below grade level.

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
Renaissance scores	Currently more than 70% of our students are meeting reading standards.	Increase 2% meeting standards

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	We will use our Bilingual Instructional Aide to provide linguistically and culturally responsive instructional strategies to leverage overall ELA success.	All students will be served with this strategy.	3933 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Aide 1429 LCFF - Supplemental 3000-3999: Employee Benefits Benefits to Bilingual Instructional Aide

4.2	We will use our Intervention teacher to provide linguistically and culturally responsive instructional strategies to leverage overall ELA success.	All students will be served with this strategy.	17684 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher Salary 7886 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher Benefits
4.3	We will provide additional hours for our attendance clerk, parent coordinator, and health clerk and Elementary intervention specialist to increase safety, belonging, and engagement.	All students will be served with this strategy.	3568 LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk Salary 1321 LCFF - Supplemental 3000-3999: Employee Benefits School Clerk Benefits 2608 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk 1027 LCFF - Supplemental 3000-3999: Employee Benefits Health Clerk Benefits 2420 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator Salary 944 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator Benefits 1500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Primary Intervention/Special Friends

Annual Review

SPSA Year Reviewed: 2023-24

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.

This was very successful as evidenced by growth on local assessments.

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.

We will continue to look at Renaissance scores and work collaboratively to achieve student growth.

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.

Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better.
Performance Goal 5: All students will graduate from high school.

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

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

Annual Review

SPSA Year Reviewed: 2023-24

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	$167,761.00
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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF - Supplemental	$65,482.00
Learning Recovery	$102,279.00

Subtotal of state or local funds included for this school: $167,761.00

Total of federal, state, and/or local funds for this school: $167,761.00

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
LCFF - Supplemental	65,482	0.00
Learning Recovery	102279	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	65,482.00
Learning Recovery	102,279.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	70,736.00
2000-2999: Classified Personnel Salaries	44,380.00
3000-3999: Employee Benefits	48,145.00
5700-5799: Transfers Of Direct Costs	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	44,380.00
3000-3999: Employee Benefits	LCFF - Supplemental	16,602.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	4,500.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	70,736.00
3000-3999: Employee Benefits	Learning Recovery	31,543.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,366.00
Goal 2	42,759.00
Goal 3	44,316.00
Goal 4	44,320.00

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

Name of Members	Role
Lari Powell	Principal
Heather Formigli	Classroom Teacher
Yoly Stroeve	Classroom Teacher
Don McCarthy	Classroom Teacher
Lia Tsao	Other School Staff
Marcus Miller	Parent or Community Member
Nicole Bowles	Parent or Community Member
Nate Bellino	Parent or Community Member
Anna Akulyan	Parent or Community Member
Rosalinda Tollefson	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 May 08, 2024.

Attested:

Principal, Lari Powell on 5/08/24

SSC Chairperson, Troy Martinez on 05/08/24

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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

05/08/2024
School Site Council Minutes
Riverview STEM Academy

Site Council Minutes

Date: 05/08/24

Meeting called to order: 4:00pm

Attendees: Lari Powell, Yoly Stroeve, Troy Martinez, Don McCarthy, Marcus Miller, Nate Bellino, Rosalinda Tollefson

Copy of School Plan for Student Achievement (SPSA) was emailed to School Site Council on 05/01/24 for review before the 05/08/24 meeting

Agenda:

1. Review and Revise the School Plan for Student Achievement
    - Mrs. Powell describes purpose of the meeting; to review, get feedback, and approve the SPSA
    - Rosalinda asked about officers for next year, Mrs. Powell said she would send a Google Form with a detailed description of each position
    - Mrs. Powell clarifies need for a quorum to vote to approve the SPSA
    - Mrs. Powell begins a PowerPoint presentation. Mr. Martinez volunteered to read the vision and statement for the school, as a driver for the SPSA. Ms. Yoly read the mission statement
    - Mrs. Powell recaps data and state test scores. Highlights growth in our science scores and the success we had in starting reading instruction early in kindergarten this year
    - Mrs. Powell described the PLC process and intervention for students that struggle. Highlighted focus and success with historically marginalized students and our growing diversity.
    - Mrs. Powell highlighted SEL data
    - Mrs. Powell described strategies for building community and a sense of belonging, including our new Rocket Brigade program
2. ELAC
    - No report given
3. Recommendations

- Mr. Martinez suggested we send out dates for the year so parents can plan ahead and volunteer. Rosalinda suggested we not change dates once the document is shared
- Rosalinda also affirmed that kindergarten reading progress was dramatic and impressive
- Ms. Yoly suggested that we share our plan to hold separate ELAC meetings next year
- Ms. Yoly suggested that we add the BIA position and progress to the slide deck and special friends (slide 4)

4. Public Comments
    - Marcus commented about how much he is enjoying participating in the Black Families for Education group and stated the Riverview is doing a lot of the things they are trying to achieve in that group. He stated that we are way ahead on this.
    - Marcus also shared information about Parent Square and its potential value in communicating with parents. Mrs. Powell let him know that we will have access to Parent Square with our new website.
    - Marcus talked about a summer program for Black students hosted at Cordova Meadows called Freedom School. He is very excited about the events planned and complemented our school site council for the diverse representation.
    - Nate Bellino stated that this would be his last school site council meeting, as his daughter is promoting. He complimented all of the work we do and the exceptional professionalism with which the meetings are run. He also suggested that we improve our communication with parents in terms of school success. He also suggested that we use multiple metrics for our SEL success.
    - Marcus affirmed Nate's statements and stated that he had no idea how good this school was or the success we experienced before coming here. He suggested that we inform parents throughout the year and really get the message out.
    - Marcus wanted to make sure that it was on record how pleased he is with Mrs. Powell and the overall running of the school.
    - Mrs. Powell gave credit to the teachers, staff, and families
    - Mrs. Powell thanked the school site council for their recommendations and public comments and Nate for his service

5. Approve
    - Mr. Martinez motioned to approve the SPSA
    - Mr. McCarthy seconded the motion

- The SPSA was unanimously approved

6. Adjournment - Meeting Adjourned: 4:48 pm

Next meeting: 09/04/2024 - 4:00pm

School Safety Site Council Mtg - Agenda
May 8th, 4:00-5:00 pm
Teams Link

I. **Welcome!**
II. **Review and revise the Single Plan for Student Achievement (SPSA) and proposed expenditure of funds**
III. **ELAC - Review the School Plan Objectives for English Learners**
IV. **Obtain Recommendations for the Single Plan for Student Achievement**
V. **Public Comment; Feedback Survey**
VI. **Approve Single Plan for Student Achievement**
VII. **Adjournment**

SCC - Sign-in Sheet

Name	Role	Signature
Lari Powell	Principal	**Lari Powell**
Yoly Stroeve	Classroom Teacher	**Yoly Stroeve**
Troy Martinez	Classroom Teacher	**Troy Martinez**
Don McCarthy	Classroom Teacher	**Don McCarthy**
Zhanna Kondruyuk	Other School Staff	
Marcus Miller	Parent or Community Member	**Marcus Miller**
Nate Bellino	Parent or Community Member	**Nate Bellino**
Nicole Bowles	Parent or Community Member	
Rosalinda Tollefson	Parent or Community Member	**Rosalinda Tollefson**
Anna Akulyan	Parent or Community Member	

ELAC Sign-in

Name	Role	Signature
Lari Powell	Principal	**Lari Powell**
Yoly Stroeve	Classroom Teacher/Program Monitor	**Yoly Stroeve**

Gabriela Robles	Parent or Community Member	
Virginia Munoz	Parent or Community Member	
Sainath Aliminati	Parent or Community Member	

Site Council Meetings:

- **08/23/23 - 4pm (SPSA approval)**
- **9/27/23 - 4pm (Safety binder)**
- **02/21/24 - 4 pm (Needs Assessment)**
- **05/08/24 - 4pm (SPSA & Elections for 2024-25)**

ELAC Meetings

- **08/23/23 - 4:30pm (SPSA approval)**
- **09/27/23 - 4:30pm (Safety binder)**
- **02/21/24 - 4:30 pm (Needs Assessment)**
- **05/08/24 - 4:30pm (SPSA & Elections for 2024-25)**

Notes: