



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rudolph Rivera Middle School	24657716025696	April 18, 2024	June 11, 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 Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

**Schoolwide Program**  
**Additional Targeted Support and Improvement**

The School Plan for Student Achievement (SPSA) for Rivera Middle School is designed to meet the requirements of Every Student Succeeds Act (ESSA). Each site identifies resource inequities, analyzes data, and isolates identified needs. From this work, Rivera Middle School creates goals and then selects actions and/or strategies to meet the goal. Rivera Middle School selects measurable outcomes to drive the actions. Rivera Middle School continuously meets with its Educational Partners throughout the year to provide updates and to gather input and feedback. Rivera Middle School was identified as an Additional Targeted Support and Improvement (ATSI) school through the California School Dashboard report in December 2023. Rivera Middle School is eligible for Additional Targeted

Support and Improvement (ATSI) based on the following the suspension rates for Black/African American having increased in 2022-2023.

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

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# Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) for Rivera Middle School is designed to meet the requirements of Every Student Succeeds Act (ESSA). Each site identifies resource inequities, analyzes data, and isolates identified needs. From this work, Rivera Middle School creates goals and then selects actions and/or strategies to meet the goal. Rivera Middle School selects measurable outcomes to drive the actions. Rivera Middle School continuously meets with its Educational Partners throughout the year to provide updates and to gather input and feedback. Rivera Middle School was identified as an Additional Targeted Support and Improvement (ATSI) school through the California School Dashboard report in December 2023. Rivera Middle School is eligible for Additional Targeted Support and Improvement (ATSI) based on the following the suspension rates for Black/African American having increased in 2022-2023.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed through partnerships with the Rivera Middle School KORT Leadership Team, the School Site Council, and the English Language Advisory Committee. The plan is reviewed periodically throughout the school year with the aforementioned educational partners. The plan is formally reviewed and adopted by the school board in June.

## Resource Inequities

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

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

Rivera Middle School was identified as an Additional Targeted Support and Improvement (ATSI) school through the California School Dashboard report in December 2023. ATSI eligibility is based on 2022-2023 Dashboard data released in December 2023. The Suspension Rates for our African American subgroup increased in the 2022-2023 school year.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

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

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

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

## **Other Needs**

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

Use of state and local assessments to modify instruction and improve student achievement (ESEA) include, but are not limited to: Data from state and local assessments including the California Assessment of Student Performance and Progress (CAASPP), Initial and Summative English Language Proficiency Assessments for California (ELPAC), District Progress Assessments (DPA), Oral Reading Fluency (ORF) using Acadience, Writing Performance Task (WPT), and teachers in professional learning communities (PLCs) is used to inform the principal's placement of students into tiered groups for appropriate interventions.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.17%	0.35%	0.16%	1	2	1
African American	7.11%	5.35%	6.43%	41	31	39
Asian	13.86%	16.06%	14.50%	80	93	88
Filipino	1.39%	1.55%	1.98%	8	9	12
Hispanic/Latino	62.74%	62.52%	61.78%	362	362	375
Pacific Islander	0.17%	0.35%	0.16%	1	2	1
White	11.27%	8.46%	9.72%	65	49	59
Multiple/No Response	2.77%	2.59%	2.80%	16	15	17
<b>Total Enrollment</b>				<b>577</b>	<b>579</b>	<b>607</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	284	289	312
Grade 8	293	290	295
<b>Total Enrollment</b>	<b>577</b>	<b>579</b>	<b>607</b>

#### Conclusions based on this data:

1. Our enrollment average over the last three years is 583.
2. Our Asian and Filipino populations have increased slightly.
3. Our African American and White populations have decreased slightly.

# 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	86	66	71	12.5%	14.9%	11.7%
Fluent English Proficient (FEP)	137	117	134	25.5%	23.7%	22.1%
Reclassified Fluent English Proficient (RFEP)	9	25		0.6%	1.5%	

### Conclusions based on this data:

1. The data shows that we have increased the number of students meeting the requirements for reclassification from 1.5% in 21-22 to 4.3% in 22-23.
2. The data shows that our EL population decreased slightly last year from 23.7% to 19.9%.

# 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 7	286	291	294	0	284	283	0	284	283	0.0	97.6	96.3
Grade 8	318	309	288	0	293	284	0	292	284	0.0	94.8	98.6
All Grades	604	600	582	0	577	567	0	576	567	0.0	96.2	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7		2514.	2490.		12.32	6.01		25.70	28.98		23.24	20.14		38.73	44.88
Grade 8		2519.	2535.		8.90	8.45		29.45	30.63		21.92	27.46		39.73	33.45
All Grades	N/A	N/A	N/A		10.59	7.23		27.60	29.81		22.57	23.81		39.24	39.15

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 7		13.12	8.48		58.51	58.30		28.37	33.22
Grade 8		11.30	12.32		50.34	56.69		38.36	30.99
All Grades		12.20	10.41		54.36	57.50		33.45	32.10

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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 7		17.08	9.89		49.47	45.58		33.45	44.52
Grade 8		10.31	9.86		53.61	58.80		36.08	31.34
All Grades		13.64	9.88		51.57	52.20		34.79	37.92

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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 7		10.56	8.13		68.66	67.84		20.77	24.03
Grade 8		11.30	8.80		70.55	71.48		18.15	19.72
All Grades		10.94	8.47		69.62	69.66		19.44	21.87

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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 7		13.03	10.95		59.15	62.90		27.82	26.15
Grade 8		11.30	14.08		67.47	69.37		21.23	16.55
All Grades		12.15	12.52		63.37	66.14		24.48	21.34

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**Conclusions based on this data:**

1. Data indicates 34.99% of 7th grade students have Met or Exceeded Standards
2. Data indicates 39.08% of 8th grade students have Met or Exceeded Standards
3. Data indicates a 7.97% decrease of 7th grade students who Met or Exceeded standards and a 1.90% increase in 8th grade students who Met or Exceeded standards.

# 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
<b>Grade 7</b>	286	291	294	0	280	285	0	278	285	0.0	96.2	96.9
<b>Grade 8</b>	318	309	286	0	294	282	0	292	281	0.0	95.1	98.6
<b>All Grades</b>	604	600	580	0	574	567	0	570	566	0.0	95.7	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
<b>Grade 7</b>		2465.	2451.		6.12	4.91		9.35	9.82		24.10	21.75		60.43	63.51
<b>Grade 8</b>		2462.	2478.		7.53	6.41		5.14	10.68		19.52	20.64		67.81	62.28
<b>All Grades</b>	N/A	N/A	N/A		6.84	5.65		7.19	10.25		21.75	21.20		64.21	62.90

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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
<b>Grade 7</b>		8.33	5.26		35.14	33.68		56.52	61.05
<b>Grade 8</b>		6.16	4.98		31.85	37.72		61.99	57.30
<b>All Grades</b>		7.22	5.12		33.45	35.69		59.33	59.19

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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 7		7.19	5.96		44.96	42.46		47.84	51.58
Grade 8		8.22	7.12		43.15	48.04		48.63	44.84
All Grades		7.72	6.54		44.04	45.23		48.25	48.23

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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 7		6.12	4.56		59.35	56.14		34.53	39.30
Grade 8		6.85	6.41		56.16	52.67		36.99	40.93
All Grades		6.49	5.48		57.72	54.42		35.79	40.11

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**Conclusions based on this data:**

1. The data indicates 14.73% of 7th grade students Met or Exceeded Standards
2. The data indicates 17.09% of 8th grade students Met or Exceeded Standards
3. Data indicates a 4.78% decrease of 7th grade students who Met or Exceeded standards and a 34.88% increase in 8th grade students who Met or Exceeded standards.

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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
7	1546.9	1532.8	1539.8	1551.1	1518.7	1540.4	1542.2	1546.5	1538.9	38	34	35
8	1548.0	1523.3	1553.8	1547.3	1485.4	1556.2	1548.2	1560.9	1550.7	31	40	32
<b>All Grades</b>										69	74	67

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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
7	25.00	9.68	20.00	41.67	48.39	28.57	27.78	38.71	34.29	5.56	3.23	17.14	36	31	35
8	23.08	15.00	34.38	42.31	32.50	28.13	26.92	27.50	21.88	7.69	25.00	15.63	26	40	32
<b>All Grades</b>	24.19	12.68	26.87	41.94	39.44	28.36	27.42	32.39	28.36	6.45	15.49	16.42	62	71	67

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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
7	41.67	32.26	34.29	47.22	38.71	37.14	8.33	22.58	17.14	2.78	6.45	11.43	36	31	35
8	30.77	10.00	43.75	50.00	32.50	31.25	11.54	35.00	12.50	7.69	22.50	12.50	26	40	32
<b>All Grades</b>	37.10	19.72	38.81	48.39	35.21	34.33	9.68	29.58	14.93	4.84	15.49	11.94	62	71	67

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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
7	8.33	9.68	14.29	25.00	22.58	28.57	47.22	61.29	17.14	19.44	6.45	40.00	36	31	35
8	11.54	25.00	18.75	19.23	20.00	21.88	50.00	30.00	40.63	19.23	25.00	18.75	26	40	32
All Grades	9.68	18.31	16.42	22.58	21.13	25.37	48.39	43.66	28.36	19.35	16.90	29.85	62	71	67

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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	
7	5.56	13.33	8.57	75.00	83.33	54.29	19.44	3.33	37.14	36	30	35	
8	11.54	10.00	15.63	76.92	70.00	65.63	11.54	20.00	18.75	26	40	32	
All Grades	8.06	11.43	11.94	75.81	75.71	59.70	16.13	12.86	28.36	62	70	67	

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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	
7	78.79	48.39	71.43	21.21	38.71	22.86	0.00	12.90	5.71	33	31	35	
8	70.83	10.53	68.75	20.83	57.89	18.75	8.33	31.58	12.50	24	38	32	
All Grades	75.44	27.54	70.15	21.05	49.28	20.90	3.51	23.19	8.96	57	69	67	

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	
7	13.89	9.68	22.86	38.89	58.06	28.57	47.22	32.26	48.57	36	31	35	
8	15.38	27.50	31.25	30.77	27.50	18.75	53.85	45.00	50.00	26	40	32	
All Grades	14.52	19.72	26.87	35.48	40.85	23.88	50.00	39.44	49.25	62	71	67	

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
<b>7</b>	5.56	3.23	8.57	91.67	96.77	74.29	2.78	0.00	17.14	36	31	35
<b>8</b>	3.85	5.00	0.00	88.46	87.50	87.50	7.69	7.50	12.50	26	40	32
<b>All Grades</b>	4.84	4.23	4.48	90.32	91.55	80.60	4.84	4.23	14.93	62	71	67

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. 2022-23 ELPAC Overall Mean Scale Scores increased for both 7th and 8th grade English Learners (ELs): 7th grade increased by 7 points and 8th grade English Learners (ELs) increased by 30.5 points.
2. 2022-23 ELPAC Oral Language Mean Scale Scores increased for both 7th and 8th grade ELs: 7th grade increased by 21.7 and 8th grade increased by 70.8 points.
3. More students are performing at Level 4 (+38.23%) than the previous year and less students are performing at the lower level or beginning stages of language acquisition - Level 1 (-21.57%).

# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>579</b>	<b>85</b>	<b>13.8</b>	<b>1</b>
Total Number of Students enrolled in Rudolph Rivera Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	80	13.8
Foster Youth	6	1
Homeless	3	0.5
Socioeconomically Disadvantaged	492	85
Students with Disabilities	71	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	5.4
American Indian	2	0.3
Asian	93	16.1
Filipino	9	1.6
Hispanic	362	62.5
Two or More Races	15	2.6
Pacific Islander	2	0.3
White	49	8.5

**Conclusions based on this data:**

1. The Local information system is recording 1% for Foster Youth.
2. The Local information system is recording 85% of the student population falls within the Socially Economic Disadvantage.

# 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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Red		
<b>English Learner Progress</b>  Blue		

#### Conclusions based on this data:

1. The 2022-23 California Dashboard indicates that students are below grade level standards in both English Language Arts (Orange) and Math (Red). Suspension rates for all students were also very high (Red).
2. The 2022-23 California Dashboard indicates that English Learners (EL's) indicates that 63.5% are making progress towards English language proficiency.

3. For Chronic Absenteeism the 2022-2023 California Dashboard indicates that our students are chronically absent 33.4% of the instructional days they were enrolled.

# School and Student Performance Data

## Academic Performance English Language Arts

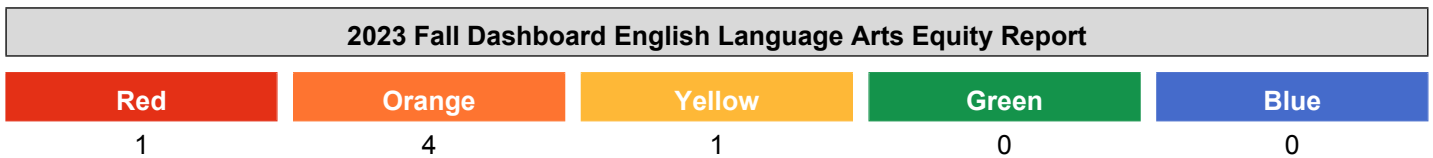
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 42.5 points below standard Decreased -5.4 points 534 Students	<p><b>English Learners</b></p>  Red 75 points below standard Decreased -8.8 points 107 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>7 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 52.7 points below standard Decreased -7.3 points 451 Students	<p><b>Students with Disabilities</b></p>  Orange 124.1 points below standard Increased Significantly +19.2 points 67 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
132.9 points below standard Decreased -8 points 28 Students	Less than 11 Students 2 Students	 Orange 23.8 points below standard Decreased -8 points 90 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 43.5 points below standard Decreased -4.1 points 333 Students	29.2 points below standard Increased Significantly +58.5 points 14 Students	Less than 11 Students 2 Students	 Yellow 15 points below standard Increased +3.6 points 45 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
143.9 points below standard Decreased Significantly -59 points 44 Students	26.9 points below standard Increased +11.3 points 63 Students	41.1 points below standard Maintained -0.2 points 323 Students

**Conclusions based on this data:**

1. The 2022-2023 English Language Arts Performance CAASPP data for Race and Ethnicity we had All students, Hispanic, and Asian subgroups score below standard (Orange).
2. The 2022-2023 English Language Arts Performance CAASPP data for Race and Ethnicity indicates a decrease of 4.1 points for Hispanic students and a decrease of 8 points for African American students.
3. The 2022-2023 English Language Arts Performance CAASPP data for Race and Ethnicity indicates a significant decrease of 59 points (Red) for English Learner students.

# School and Student Performance Data

## Academic Performance Mathematics

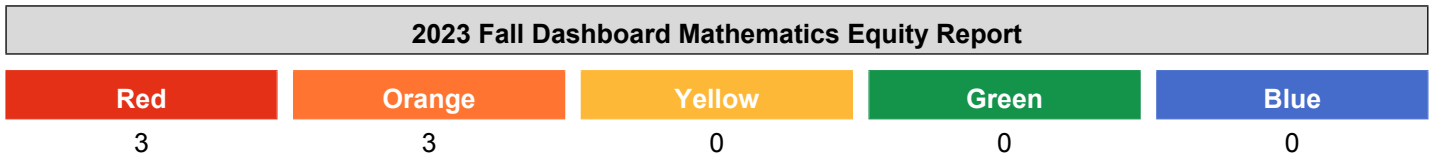
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<b>All Students</b>  Red 108 points below standard Maintained +0.3 points 535 Students	<b>English Learners</b>  Red 145.9 points below standard Decreased -6.8 points 107 Students	<b>Foster Youth</b> Less than 11 Students 7 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Red 116.7 points below standard Maintained +1.4 points 452 Students	<b>Students with Disabilities</b>  Orange 194.1 points below standard Increased Significantly +15.9 points 67 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
198.3 points below standard Decreased Significantly - 23.5 points 28 Students	Less than 11 Students  2 Students	 Orange 86.4 points below standard Maintained -1.2 points 90 Students	Less than 11 Students  9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 112 points below standard Maintained +2.6 points 334 Students	54.6 points below standard Increased Significantly +111.1 points 14 Students	Less than 11 Students  2 Students	 Orange 78.2 points below standard Maintained +1.3 points 45 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
202.9 points below standard Decreased Significantly -50.7 points 44 Students	106 points below standard Increased +13.4 points 63 Students	106.7 points below standard Increased +5.7 points 324 Students

#### Conclusions based on this data:

- The 2022-2023 Math Performance CAASPP data for Race and Ethnicity indicates that All Students, English Learners, Socioeconomically Disadvantaged, and Hispanic subgroups scored below standard (Red). Students with Disabilities also scored below standard (Orange).
- The 2022-2023 Math Performance CAASPP data for Race and Ethnicity indicates a decrease of 1.2 points for Asian students and a decrease of 23.5 points for African American students. Our students also showed a decrease of 2.6 points for Hispanic students and an increase of 1.3 points for White students.
- The 2022-2023 Math Performance CAASPP data for Race and Ethnicity indicates an decrease of 50.7 points for English Learners and an increase of 13.4 points for Reclassified English Learners.

# School and Student Performance Data

## Academic Performance English Learner Progress

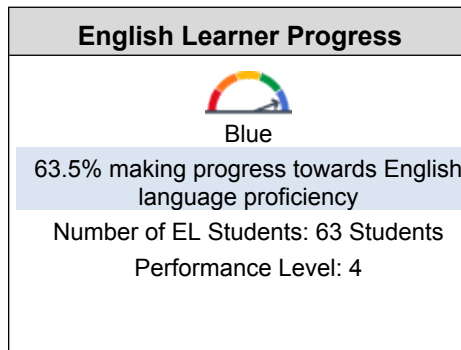
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

### 2023 Fall Dashboard English Learner Progress Indicator



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
5	16	2	38

#### Conclusions based on this data:

1. The 2022 Fall Dashboard English Language Proficiency Assessments for California (ELPAC) data indicates that 36.6% of English learners scored at Level 2, Somewhat Developed.
2. The 2022 Fall Dashboard English Language Proficiency Assessments for California (ELPAC) data indicates 43.3% of English learners scored at Level 3, Moderately Developed.
3. The 2022 Fall Dashboard English Language Proficiency Assessments for California (ELPAC) data indicates 3% of English learners maintained Level 4, Well Developed.

# 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.

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 33.4% Chronically Absent Declined Significantly -10.5 622 Students	<b>English Learners</b>  Orange 32.1% Chronically Absent Declined -7.4 84 Students	<b>Foster Youth</b> 57.1% Chronically Absent 0 14 Students
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 36.4% Chronically Absent Declined Significantly -9.4 528 Students	<b>Students with Disabilities</b>  Orange 48.1% Chronically Absent Declined -5.3 77 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 55.3% Chronically Absent Declined -1.1 38 Students	Less than 11 Students 2 Students	 Yellow 19.6% Chronically Absent Declined -1.7 97 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35.1% Chronically Absent Declined Significantly -11.8 390 Students	29% Chronically Absent Declined -28.1 31 Students	Less than 11 Students 2 Students	 Orange 34% Chronically Absent Declined -5.7 53 Students

**Conclusions based on this data:**

1. In 2022-2023 Chronic Absenteeism for All Student Groups declined by 10.5 % percent as compared to the 2021-2022 school year.
2. In 2022-2023 Chronic Absenteeism rates indicate that the subgroups for English Learners, Students with Disabilities, African American, and White subgroups had high levels of chronic absenteeism (Orange).

# School and Student Performance Data

## Conditions & Climate Suspension Rate

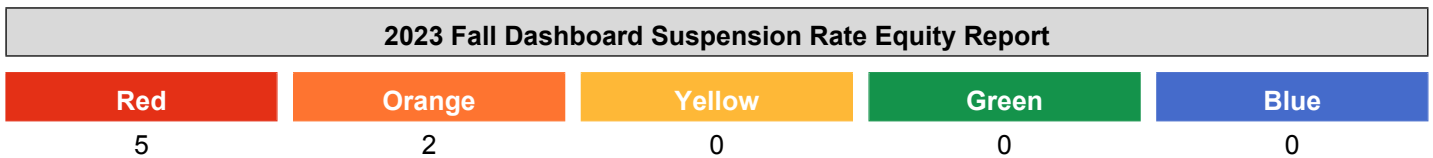
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Red 14.8% suspended at least one day Increased Significantly 4.2 664 Students	<b>English Learners</b>  Red 18.2% suspended at least one day Increased 14.2 88 Students	<b>Foster Youth</b> 29.4% suspended at least one day 17 Students
<b>Homeless</b> Less than 11 Students 8 Students	<b>Socioeconomically Disadvantaged</b>  Red 16.2% suspended at least one day Increased Significantly 4.5 562 Students	<b>Students with Disabilities</b>  Red 22.9% suspended at least one day Increased 3.1 83 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 30.2% suspended at least one day Increased 14.7 43 Students	Less than 11 Students 2 Students	 Orange 7.9% suspended at least one day Increased 4.3 101 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 16.1% suspended at least one day Increased Significantly 4.6 415 Students	9.1% suspended at least one day Declined -0.4 33 Students	Less than 11 Students 2 Students	 Orange 10.3% suspended at least one day Increased 0.6 58 Students

**Conclusions based on this data:**

- California Dashboard Suspension Rate indicates a 4.2% percent increase for all students.
- California Dashboard Suspension Rate indicates that the following subgroups had high rates of suspension: All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Asian, Hispanic, and White (Red or Orange).

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Academic Achievement

Rivera Middle School students will demonstrate continuous improvement in the areas of Language Arts and Mathematics.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percent of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum (GVC), comprehensive assessments, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college, and career.

### Identified Need

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

On the California School Dashboard All Students were at an Orange Level for English Language Arts. Our English Learners were at a Red Level and declined 8.8 points. In the No Performance Color, our African American students declined 8 points.

On the California School Dashboard All Students were at a Red Level for Mathematics. Our English Learners were at a Red Level and declined 6.8 points. In the No Performance Color, our African American students declined 23.5 points. Our Students with Disabilities were at Orange Level.

On District Performance Assessments for Reading, our students show a need in vocabulary, Comprehension of Literature, and Comprehension of Informational Text.

On District Performance Assessments for Math, our students show a need in Geometry, Algebra and Algebraic Thinking, and Numbers and Operations.

### 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
California School Dashboard ELA Indicator	2023-2024 All Students: 42.5 points below standard  English Learners: 75 points below standard  African American Students: 132.9 points below standard	2024-2025 All Students: 32.5 points below standard  English Learners: 65 points below standard  African American Students: 122.9 points below standard
California School Dashboard Math Indicator	2023-2024 All Students: 108 points below standard	2024-2025 All Students: 98 points below standard

	English Learners: 145.9 points below standard African American Students: 198.3 points below standard	English Learners: 135.9 points below standard African American Students: 188.3 points below standard
California School Dashboard English Language Progress Indicator	2023-2024 English Learner Students: 63.5% Making Progress	2024-2025 English Learner Students: 73.5% Making Progress
District Progress Assessment (DPA) Growth	2023-2024 DPA Reading  Overall DPA 1: 24% On or Above Grade Level DPA 2: 32% On or Above Grade Level  English Learner Students DPA 1: 2% On or Above Grade Level DPA 2: 7% On or Above Grade Level  African American Students DPA 1: 13% On or Above Grade Level DPA 2: 15% On or Above Grade Level  2023-2024 DPA Math  Overall DPA 1: 9% On or Above Grade Level DPA 2: 15% On or Above Grade Level  English Learner Students DPA 1: 0% On or Above Grade Level DPA 2: 2% On or Above Grade Level  African American Students DPA 1: 7 On or Above Grade Level DPA 2: 12% On or Above Grade Level	2024-2025 DPA Reading  Overall DPA 1: 34% On or Above Grade Level DPA 2: 42% On or Above Grade Level  English Learner Students DPA 1: 12% On or Above Grade Level DPA 2: 17% On or Above Grade Level  African American Students DPA 1: 23% On or Above Grade Level DPA 2: 25% On or Above Grade Level  2023-2024 DPA Math  Overall DPA 1: 19% On or Above Grade Level DPA 2: 25% On or Above Grade Level  English Learner Students DPA 1: 10% On or Above Grade Level DPA 2: 12% On or Above Grade Level  African American Students DPA 1: 17% On or Above Grade Level DPA 2: 22% On or Above Grade Level
EL Reclassification	2023-2024 EL reclassification rate of 6.6%	2024-2025 EL reclassification rate of 16.6%

## 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	Professional Learning Communities (PLCs) All teachers collaborate through Professional Learning Communities (PLCs) focusing on continual improvement. Collaborative discussions are centered on strengthening the implementation of the locally adopted instructional programs, research supported lesson design and delivery, to support the mastery of content standards for all students.  PLC's create, implement and monitor the progress	All students	10000.00 3010 1000-1999: Certificated Personnel Salaries Substitute Teachers - Salary for planning days 2655.00 3010 3000-3999: Employee Benefits Substitute Teacher - Benefits

	<p>of a Guaranteed Viable Curriculum (GVC) for each discipline that includes a Ten-Day Plan so that key, or power standards, are taught and learned to mastery. Research conducted by Robert Marzano emphasizes both an Opportunity to Learn and Time, Guaranteed and Viable Curriculum defined, is the number one factor of increased levels of learning ("What Works in Schools: Translating Research Into Action," 2003 Marzano).</p> <p>All PLC's will engage in Instructional Rounds a minimum of two times a year with the goals of:</p> <ul style="list-style-type: none"> <li>• improving teaching and learning by capitalizing on collective teacher experience, knowledge of instructional strategies, and content</li> <li>• developing the habit of observing and focusing on students, their needs, their reactions to instructional strategies, and ultimately, their achievement of instructional goals</li> <li>• build deep trusting relationships with colleagues through the development of common professional language and a productive attitude toward our work with students that persists beyond the research lesson ("The Art &amp; Science of Teaching / Making the Most of Instructional Rounds," 2011 Marzano)</li> </ul> <p>updated 4/8/24</p>		<p>30000.00 3010 5800: Professional/Consulting Services And Operating Expenditures Professional Development 30711.56 3010 4000-4999: Books And Supplies Materials and Supplies</p>
<p><b>1.2</b></p>	<p>Achievement Via Individual Determination (AVID) Continue the implementation of AVID (Advancement Via Individual Determination) school-wide. AVID helps students develop the skills they need to be successful in college, career, and life and improve academic achievement through the focus on writing, critical thinking, teamwork, organization, and reading skills (WICOR).</p> <p>Provide AVID professional learning for teachers to reevaluate their beliefs and expectations around student potential and learn and practice activities that transform classrooms and campuses. The AVID Program is a research-based and effective model for minimizing achievement gaps and promoting college readiness for all students.</p> <p>Increase Student Achievement through the implementation of the WICOR Strategies: Writing to Learn and Organization across all content areas. AVID's proven learning support structure, known as WICOR, incorporates teaching/learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula. Furthermore, the WICOR model</p>	<p>All students</p>	<p>20000.00 3010 5000-5999: Services And Other Operating Expenditures 2021 AVID Summer Institute 4560.00 3010 1000-1999: Certificated Personnel Salaries Additional hours for Summer Institute 1210.68 3010 3000-3999: Employee Benefits Teacher Benefits for Summer Institute 4484.00 3010 5000-5999: Services And Other Operating Expenditures AVID Membership Fee and AVID Weekly 1250.00 3010 1000-1999: Certificated Personnel Salaries AVID Site Lead - Overtime 331.88 3010</p>

	<p>reflects and promotes the expertise and attitudes that will serve students well in their academic lives and careers.</p> <p>Provide field trips to colleges and local businesses, to help students see opportunities available to them, and have a better understanding of why their education is important and how it prepares them for college. (From AVID: Our nation’s schools are full of students who possess a desire to go to college and the willingness to work hard, but many of them do not truly have the opportunity to be college-ready. These are often the students who will be the first in their families to attend college and are from groups traditionally underrepresented in higher education.) updated 4/8/24</p>		<p>3000-3999: Employee Benefits AVID Site Lead - Benefits 5000.00 3010 2000-2999: Classified Personnel Salaries AVID Tutors - Salary 670.00 3010 3000-3999: Employee Benefits AVID Tutors - Benefits 20000.00 3010 5000-5999: Services And Other Operating Expenditures AVID Supplies (agendas, binders, organizational tools) 2000.00 3010 5000-5999: Services And Other Operating Expenditures AVID College &amp; Career Field Trips</p>
<p><b>1.3</b></p>	<p>Response to Intervention (RTI) Continue to implement an effective Response to Intervention (RtI2) program to improve student achievement. Analyze academic data to determine the level of Tier 2 and 3 targeted intervention(s) and support(s) needed. Increase the reading level of students three or more grade levels below in reading through the utilization of the Read 180 program which is the adopted intervention curriculum for the district. READ 180® is a evidence based reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development. READ 180® is delivered in 45- to 90-minute sessions that include whole-group instruction, three small-group rotations, and whole class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading. READ 180® is designed for students in elementary through high school.</p> <p>Increase the math level of students three or more grade levels below in math through the utilization of ST Math, Reflex Math, and ALEKS. ST Math for Middle School includes both on-grade-level and intervention content. With ST Math, students build a strong conceptual foundation and repair cracks and gaps in that foundation - correcting misconceptions so their future math learning can snap into place. students will be provided intervention and advancement through the</p>	<p>All students</p>	<p>5670.00 3010 2000-2999: Classified Personnel Salaries 2 Title 1 Instructional Aides Salary 2336.04 3010 3000-3999: Employee Benefits Title 1 Instructional Aides Benefits 2000.00 3010 5000-5999: Services And Other Operating Expenditures Reflex Math or other math intervention program 10000.00 3010 4000-4999: Books And Supplies Materials and Supplies 12630.00 3010 1000-1999: Certificated Personnel Salaries IEP/SST Meetings - Substitute Teacher Salaries 3950.00 3010 3000-3999: Employee Benefits IEP/SST Meetings - Substitute Teacher Benefits</p>

	<p>utilization of ALEKS. ALEKS is a research-based, online learning platform. ALEKS helps teachers identify instructional gaps, personalize learning paths, and track the progress of student learning and mastery. For students who are three or more grade levels below in math, students will utilize Reflex Math or other math intervention program. Reflex uses research-proven methods and innovative technology to provide the most effective math fact fluency solution available.</p> <p>Fortunately, compelling evidence shows that Response to Intervention (RTI) is our best hope for giving every student the additional time and support needed to learn at high levels (Burns, Appleton, &amp; Stehouwer, 2005). updated 4/2/2024</p>		
1.4	<p>Extended Learning Opportunities for Academics Increase Student Achievement through the Implementation of Extended Learning Opportunities. Provide Instructional Advisors who will work with 10-15 at-promise students based on poor grades, attendance, and behavior. Hire Instructional advisors that will regularly check student's progress via AERIES grade book and consult with their teachers, contact parents regularly, and keep them informed regarding their student's progress at school. Provide tutorial support for any students who need additional help with their work. Provide other extended academic learning opportunities (e.g. STEAM programs, foreign language). Participate in speech and writing festivals, spelling bees, Academic Pentathlon and Decathlon, STEAM Fairs, etc. "The children who could benefit the most from ELOs, however, typically have fewer opportunities to participate in high quality, affordable extended learning programs. When school-age children and teens do not have access to such programs and are left unsupervised after school, they are more likely to receive poor grades, drop out of school, and engage in high-risk behaviors than children who participate in constructive activities supervised by responsible adults" (Van Roekel, 2008). updated 4/2/2024</p>	All students	<p>2500.00 3010 1000-1999: Certificated Personnel Salaries Tutorial Advisors - Teacher Overtime 663.75 3010 3000-3999: Employee Benefits Tutorial Advisors - Teacher Benefits</p>
1.5	<p>Student Data The school and district provide and support an easily accessible electronic data management system. Schools uniformly administer, score, analyze and use student achievement data from diagnostic and other assessments (progress monitoring, formative, summative, and curriculum embedded). Assessment data are used to ensure proper program placement and identify specific student learning patterns or needs. Assessment results also inform teacher instructional practices. "...data collected in class or through common assessments must be tied to a</p>	All students	<p>14908.00 3010 2000-2999: Classified Personnel Salaries CPO Clerk - Salary 13433.09 3010 3000-3999: Employee Benefits CPO Clerk - Benefits</p>

	standard or student learning target if the feedback will be meaningful" (Schuhl, 2018). updated 4/8/2024		
1.6	Staff Professional Development We will continue to partner with MCOE in providing professional development for our teachers to implement multifaceted approaches to learning math that can improve student understanding, engagement, and promote subject mastery. Research suggests, "A 2014 study by the National Council of Teachers of Mathematics found that the use of multiple representations, such as visual aids, graphs, and real-world examples, supports the development of mathematical connections, reasoning, and problem-solving skills (National Council of Teachers of Mathematics, "Principles to Actions: Ensuring Mathematical Success for All", April 2014)." updated 4/16/2024		15000.00 3010 5000-5999: Services And Other Operating Expenditures Professional Consultation/Conferences
1.11			
1.12			
1.13			
1.14			
1.19			
1.20			

## 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.

1.1: We have had strong collaboration within our PLC's. All PLC's completed a Guaranteed Viable Curriculum and one CFA this year. As a faculty and within PLC's we worked on increasing rigor in instruction and checking for understanding more effectively. These were effective in improving instructional practices.

1.2: We have an overall certification of AVID Schoolwide Site as part of the AVID Program. Last summer, in 2023, we had a team of 6 teachers and 3 administrators attend AVID Summer Institute in San Diego. We will have a team of 6 attending the 2024 Summer Institute in Sacramento. We met both of our AVID Site Goals. As part of our AVID Program this year for Goal 1 we had all students attend a career visit or presentation on a career related to a CTE pathway they were interested in. Our goal was to help students see the opportunities available to them, have a better understanding of

why their education is important, and prepare them for college and career. For Goal 2, each PLC implemented an AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategy within their instruction to help students access the rigor of instruction. Each PLC presented their strategy at our March Faculty Meeting to learn about the strategies from each other.

1.3: This year our district adopted the Read 180 curriculum for students below grade level in Read 180. Students who are 3 or more grade levels below in reading were placed in reading intervention.

1.4: AVID Tutorials We had a comprehensive tutorial program running two days a week available to all students after school. Students also had access to Paper Tutorial online and tutoring through Bali Learning Center.

1.5: Student achievement is monitored regularly. At each quarter data is pulled on student grades, District Performance Assessments, attendance and behavior to evaluate student progress and identify interventions needed.

1.6: We had a strong Staff Professional Development through MCOE this year that focused on the use of multiple representations, such as visual aids, graphs, and real-world examples to support the development of student mathematical connections, reasoning, and problem-solving skills.

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

1.6: We had allocated money for staff professional development through MCOE focusing on vocabulary development. Due to budget limitations and analyzing test scores, we determined to focus professional development on mathematics.

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.

1.1: We will work on scheduling at least one set of Instructional Rounds and have planning days for our PLC's next year.

1.3: The California Healthy Kids Survey shows that All Students are at a Red Level in Math. To address this area of need, we will look at math intervention programs such as Reflex Math. We plan to ask the district if we can pilot the Math 180 program since our district has already adopted the Read 180 program. Math 180 is a math intervention program that addresses the needs of struggling students and prepares them for success. Math 180 uses personalized instruction and adaptive technology to present a customized learning experience and motivate students to learn.

1.6: We will look at opportunities to help our students be successful and score at grade-level and/or proficient in mathematics. To address this need, we will look at hiring a math clinician to work with students before school and to pull out students during class to assist them with mastering their multiplication facts. Within this intervention, we prioritize our students identified as needed Additional Targeted Support and Intervention.

# 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.

#### **Social-Emotional Learning**

Rivera Middle School will provide a safe, more culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional support to increase their engagement in learning as measured by attendance and suspension rates, and results of student, staff, and stakeholder surveys.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

We have had a significant improvement in attendance this year. On the California Dashboard, our total chronic absenteeism rate was 33.4%, which is a decline of 10.5% from the previous year. Based on Aeries data, we show a 23% Chronic Absenteeism Rate for the current school year.

The California Dashboard shows a decline in Chronic Absenteeism of All Students by 10.5%.

The California Dashboard shows a decline in Chronic Absenteeism for Students with Disabilities by 5.3%.

The California Dashboard shows a decline in Chronic Absenteeism of African American Students by 1.1% and English Learners by 7.4%.

On the California School Dashboard, All Students were at a Yellow level for Chronic Absenteeism. Students with Disabilities were at a Orange Level with 48.1% chronically absent. Our African American students were at an Orange Level with 55.3% chronically absent.

On the California School Dashboard, All Students were at a Red level for Suspension Rates. Students with Disabilities were at a Red Level with an increase of 3.1% in suspensions. Our African American students were at a Red Level with an increase of 14.7% for suspensions. Our English Learners were at a Red level with an increase of 14.2% in suspensions.

On the California Healthy Kids Survey, 50% of 7th Graders and 60% of 8th graders reported that they feel safe or very safe at school.

On the California Healthy Kids Survey, 79% of parents agree or strongly agree that this school is a safe place for their child.

On the California Health Kids Survey, 50% of 7th Graders and 59% of 8th graders report that there is a teacher or some other adult at school who really cares about them, notices when they are no at school, and listens to them.

On the California Healthy Kids Survey, 47% of 7th Graders and 33% of 8th graders reported that they have been harassed one or more times in the past 12 months.

On the California Healthy Kids Survey, 50% of 7th Graders and 53% of 8th graders reported school connectedness.

## 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
California School Dashboard - Chronic Absenteeism	2022-2023 33.4% Chronic Absenteeism Rate	2023-2024 Below 10% Chronic Absenteeism
California School Dashboard - Suspension Rate	2022-2023 14.8% Suspension Rate	2023-2024 Below 10% Suspension Rate
California Healthy Kids Survey - Percent of students reporting their sense of safety at school	2023-2024 Seventh Grade: 50% Eighth Grade: 59%	2024-2025 Seventh Grade: 75% Eighth Grade: 75%
California Healthy Kids Survey - Percent of parents reporting that school is a safe place for students	2023-2024 79% agree or strongly agree	2024-2025 100% agree or strongly agree
California Healthy Kids Survey - Percent of staff reporting that school is a safe place for students	2023-2024 71% agree or strongly agree	2024-2025 100% agree or strongly agree
California Healthy Kids Survey - Percent of students reporting that they have adults who care about them at school	2023-2024 Seventh Grade: 55% Eighth Grade: 59%	2024-2025 Seventh Grade: 75% Eighth Grade: 75%
California Healthy Kids Survey - Percent of students reporting harassment and bullying	2023-2024 Seventh Grade: 50% Eighth Grade: 41%	2024-2025 Seventh Grade: 25% Eighth Grade: 25%
California Healthy Kids Survey - Percent of students reporting school connectedness	2023-2024 Seventh Grade: 50% Eighth Grade: 53%	2024-2025 Seventh Grade: 75% Eighth Grade: 75%

## 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	Positive Behavior Interventions and Supports (PBIS) PBIS is a system of support based on a three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day. Tier 1 provides universal support to all students. The focus is to establish regular, proactive support while preventing unwanted behaviors. Tier 2 supports students who are at-risk/ at-promise of developing more serious problem behaviors before they start. It helps students to develop the skills needed to access the core program. Tier 3 focuses on students that need more intensive and individualized support to improve their behavioral and academic outcomes.	All students	1000.00 0824 5000-5999: Services And Other Operating Expenditures PBIS Signage and Classroom Materials 6000.00 0824 5000-5999: Services And Other Operating Expenditures Materials and Supplies (PBIS educational supplies, signage, classroom materials) 8000.00 0824

	<p>PBIS is part of the (MTSS) Multi-Tiered System of Supports. MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. "These findings provide support for the hypothesized reduction in behavior problems and improvements in prosocial behavior and effective emotion regulation after training in SWPBIS. The SWPBIS framework appears to be a promising approach for reducing problems and promoting adjustment among elementary school children" (Bradshaw, Waasdorp, &amp; Leaf, 2012). updated 4/16/24</p>		<p>5000-5999: Services And Other Operating Expenditures Assemblies, presentations, and support materials on bullying, drug use prevention, and promoting a positive and safe school culture. 5000.00 0824 5000-5999: Services And Other Operating Expenditures PBIS Rewards &amp; Incentives (prizes, field trips, etc.)</p>
<p><b>1.2</b></p>	<p>Extended Learning Opportunities Increase the social-emotional well-being of students through the implementation of extended learning opportunities. Provide extended day programs that improve the social-emotional well-being of students and improve their attendance and engagement in school. This includes programs that help students learn how to manage emotions, improve physical health, help students acclimate to school (round up, orientation, 6th-grade visit, intramurals, etc.), and address drug abuse and gang involvement. Extended Learning Opportunities include, but are not limited to, School of Rock, Strength Training, Dramatic Knights, STEM Club, ASB, CJSF, etc. updated 4/16/24</p>	<p>All students</p>	<p>10000.00 0824 1000-1999: Certificated Personnel Salaries Extended Learning - School of Rock, Strength Training, Dramatic Knights, STEM Club - Teacher Overtime 2655.00 0824 3000-3999: Employee Benefits Extended Learning - School of Rock, Strength Training, Dramatic Knights, STEM Club - Teacher Benefits 5000.00 0824 1000-1999: Certificated Personnel Salaries Extended Learning - Other - Teacher Overtime 1,327.50 0824 3000-3999: Employee Benefits Extended Learning - Other - Teacher Benefits 1250.00 0824 1000-1999: Certificated Personnel Salaries ASB Advisor - Teacher Salary 331.88 0824 3000-3999: Employee Benefits ASB Advisor - Teacher Benefits 10000.00 0824 5000-5999: Services And Other Operating Expenditures ASB Leadership Conference 1250.00</p>

			0824 1000-1999: Certificated Personnel Salaries CJSF Advisor - Teacher Overtime 331.88 0824 1000-1999: Certificated Personnel Salaries CJSF Advisor - Teacher Benefits 7782.74 0824 4000-4999: Books And Supplies Extended learning Materials & Supplies
1.3	Conscious Discipline Provide all staff training in the concept of Conscious Discipline. Research suggests that parents with children in schools implementing Conscious Discipline perceive the school climate positively, even when they do not feel safe where they live (Rain, 2014). updated 4/16/24	All students	500.00 0824 4000-4999: Books And Supplies Conscious Discipline Materials
1.4	Diversity, Equity, and Inclusion Provide all staff with training to gain an understanding of what implicit bias is, what impact biases can have on equity, and how they can begin to identify their own biases in schools that impact students. Research suggests equity issues exist, such as the over-representation of African American boys in suspensions and expulsions (Wood, Harris, & Howard, 2018); high numbers of English Learners in special education (Harry & Klingner, 2014); and an over-representation of White students in Advanced Placement courses (Lewis & Diamond, 2018). The entire staff will use the text, Culturally and Linguistically Responsive Teaching and Learning, 2nd edition by Sharroky Hollie, to help guide us through ensuring we are practicing equity across campus. updated 4/16/24	All students	
1.5	Attendance Improve Average Daily Attendance and decrease Chronic Absenteeism rates. School attendance is essential, and Merced City School District recognizes that any absence from school for any reason results in missed instruction and educational opportunities. As part of the California Department of Education reporting on school and district progress reports chronic absenteeism, is defined as a student being absent from school for 10% or more for any absence, excused or unexcused, and has a significant negative effect on student achievement and may put a student at academic risk. Merced City School District's goal is that all students miss no more than five percent of the school year by educating parents on the extreme importance of regular and on-time school attendance to help every student be successful	All students, Students with Chronic Absences	

	now and in the future. (California Department of Education: Chronic Absenteeism Dec. 2020), Merced City School Board Attendance Policy: 5113 & 5113.1 updated 4/16/24		
<b>1.6</b>	<p><b>Social-Emotional Learning</b>  Provide all students with structured Social-emotional learning (SEL) to help them comprehend their emotions, feel those emotions fully, and demonstrate empathy for others. These learned behaviors help students make positive, responsible decisions; create frameworks to achieve their goals, and build positive relationships with others. Social-Emotional Learning will be even more vital for students as they return to school due to COVID-19 causing school closures. Supporting students' social and emotional development relates positively to attendance, grades, test scores, graduation rates, college and career readiness, and overall well-being (2019 report from the Aspen Institute, "From a Nation at Risk to a Nation at Hope). updated 4/16/24</p>	All students	7500.00 0824 1000-1999: Certificated Personnel Salaries Health & Wellness Supervisor - Salary 3090.00 0824 3000-3999: Employee Benefits Health & Wellness Supervisor - Benefits
<b>1.7</b>	<p><b>Safe School Environment</b>  Provide a safe school environment for students and staff. The school provides for safety with scheduled staff meetings, written safety procedures for students and staff, a school safety plan, monthly safety drills, all rooms equipped with safety folders and medical supplies, and a yearly evacuation drill. Safety Supplies (radios, repair, signs, lanyards, etc.). updated 4/16/24</p>	All students	10000.00 0824 4000-4999: Books And Supplies Materials and supplies (radios, radio repair, signage, lanyards, etc)
<b>1.11</b>			
<b>1.12</b>			
<b>1.13</b>			
<b>1.14</b>			
<b>1.19</b>			
<b>1.20</b>			

## 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.

2.1: We revised the Rivera PBIS system with input from our staff, the Leadership KORT team, and PBIS team members. We started updated PBIS system on November 6, 2023, and were able to run effective Tier 1, 2 and 3 programs for the remainder of the school year. Our PBIS system rewarded students for showing their ARMOR on campus. Students received ARMOR Up! cards and turned them in for prizes. These students also had their names entered into a monthly random drawing to have a pizza party with their friends. We also track and evaluate data from the Behavior Modification 5-Step Forms weekly and review at our monthly Tier 2 and 3 meetings as well as the monthly leadership and faculty meetings. Data is also available in the staff reference folder for all staff. This year our school scored a 43% on the TFI Walkthrough. We will be applying for Bronze Level Recognition for our PBIS program.

2.2: Our staff offer extended learning opportunities after school to meet the social-emotional well-being of all students through the implementation of extended learning opportunities. Providing extended day programs that improve the social-emotional well-being of students, improve their attendance, and school engagement. This includes programs that help students learn how to manage emotions, improve physical health, help students acclimate to school. We offer School of Rock, Dramatic Knights, Strength Training, eSports, and are looking to offer more programs next year based upon student interest.

2.3: Our staff implements many of the Conscious Discipline strategies including teaching the brain states, greeting students at the door, brain breaks, and breathing routines.

2.4: We believe that our differences make us stronger, and we are dedicated to providing a safe and welcoming space for all students, regardless of their race, ethnicity, gender, sexual orientation, religion, or background. We will focus on promoting cultural awareness, understanding unconscious bias, and creating an inclusive curriculum that reflects the diversity of our student body. We will continue with the practices and methodologies from Culturally and Linguistically Responsive Teaching and Learning, 2nd edition by Sharroky Hollie, to ensure we are practicing equity across campus.

2.5: Attending school regularly is crucial for your child's academic success and helps them develop important life skills such as responsibility and time management. When students are absent, they miss out on valuable learning opportunities that can be difficult to make up. Additionally, consistent attendance helps create a sense of routine and stability that is beneficial for their overall well-being. Kidger et al. (2012) found that strong student connectedness has a positive impact on student health, and that this, in turn, influences student attendance and prevents absenteeism and dropout rates.

2.6: Social Emotional Learning We hired a Health and Wellness Supervisor to build and promote a positive and safe campus. The Health and Wellness Supervisor coordinates health education programs, sports intramurals and collaborates with other staff members to create a healthy and supportive environment.

2.7: Our admin team meets weekly to evaluate the safety of the campus, effectiveness of safety drills, and to identify safety concerns and needs. We effectively held an evacuation drill, 10 fire drills, 3 lock down drills, and 4 earthquake drills. After each drill, we evaluated the effectiveness and identified areas needed for improvement. A Site Safety Plan was completed at the beginning of the year and approved by our School Site Council and Leadership Teams.

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

2.1: We will continue implementing our current PBIS system next year. Some of the improvements our PBIS team has suggested are to include reteaching ARMOR behavior expectations through weekly lessons during 1st period, holding quarterly PBIS lessons, including staff incentives, and developing a PBIS Newsletter for our families.

2.5: Our Leadership Team shared that they wanted to have quarterly assemblies to celebrate student success. We started having our Awards assemblies this year, honoring students for Perfect Attendance, Student of the Quarter, and their GPA's (Royal KORT GPA 4.0+, A Honor Roll GPA 3.5-3.9, and B Honor Roll GPA 3.0 -3.4). We will continue to hold these quarterly assemblies to help promote connectedness and improve our attendance rates.

2.7: We were unable to create a Safety Team this year to plan safety drills, analyze the effectiveness of those drills, and help with development the RMS Safety Plan.

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.

2.6 - We hired one Health and Wellness Supervisor this year. Unfortunately, we hired them late in the school year. They were only employed at our site for two months before they took on a full-time position at another campus. We would like to hire two Health and Wellness Supervisors next year to help us continue to build and promote a positive and safe campus. This will also help build students with school connectedness, feeling that adults and peers in school care about their learning as well as about them as individuals. This includes a sense of being cared for, being supported, and belonging at school.

2.7 - We would like to add a Safety Team next year to assist with evaluating the safety of the campus, effectiveness of safety drills, and to identify safety concerns and needs.

# 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.

#### Parent, Family, and Community Empowerment

Rivera Middle School will empower families to become full partners in the education of their student as measured by student, staff, and parent surveys.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Empower families and community stakeholders to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community.

### 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.

On the California Healthy Kids Survey, 63% of parents agree or strongly agree that the school seeks the input of parents before making important decisions.

On the California Healthy Kids Survey, 83% of parents agree or strongly agree that the is a supportive and inviting place for students to learn.

On the California Healthy Kids Survey, 74% of parents agree or strongly agree that they feel welcome to participate at the school.

Communication:

On the California Healthy Kids Survey, 93% of parents agree or strongly agree that the school keeps them well-informed about school activities.

On the California Healthy Kids Survey, 76% of parents agree or strongly agree that teachers communicate with parents about what students are expected to learn in class.

On the California Healthy Kids Survey, 55% of parents agree or strongly agree that the school provides information on why their child is placed in particular groups or classes.

On the California Healthy Kids Survey, 64% of parents agree or strongly agree that the school provides information on how to help their child with homework.

On the California Healthy Kids Survey, 54% of parents agree or strongly agree that the school provides information on how to help their child plan for college and vocational school

### 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
California School Dashboard: School actively seek the input of parents before making important decisions	2023-2024 63% agree or strongly agree	2024-2025 73% agree or strongly agree
California School Dashboard: School is a supportive and inviting place for students to learn	2023-2024 83% agree or strongly agree	2024-2025 93% agree or strongly agree
California School Dashboard: Parents feel welcome to participate at the school	2023-2024 74% agree or strongly agree	2024-2025 84% agree or strongly agree
California School Dashboard: Communication with Parents	2023-2024 93% of parents agree or strongly agree that the school keeps them well-informed about school activities  76% of parents agree or strongly agree that teachers communicate with parents about what students are expected to learn in class  55% of parents agree or strongly agree that the school provides information on why their child is placed in particular groups or classes  64% of parents agree or strongly agree that the school provides information on how to help their child with homework  54% of parents agree or strongly agree that the school provides information on how to help their child plan for college and vocational school	2024-2025 100% of parents agree or strongly agree that the school keeps them well-informed about school activities  86% of parents agree or strongly agree that teachers communicate with parents about what students are expected to learn in class  65% of parents agree or strongly agree that the school provides information on why their child is placed in particular groups or classes  74% of parents agree or strongly agree that the school provides information on how to help their child with homework  64% of parents agree or strongly agree that the school provides information on how to help their child plan for college and vocational 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
1.1	Parent Education Opportunities Provide robust parent education opportunities in order to ensure our parents are acutely aware of key parental strategies for student success. Getting parents more engaged in school is a necessary variable in the equation of student success according to a 1995 study called "A Generation of Evidence: The Family is Critical to Student Achievement." updated 4/17/24		800.00 3010 4000-4999: Books And Supplies Parent Education Supplies
1.2	Student and Family Engagement To increase student and family engagement, it is important to recognize students for the outstanding work they are accomplishing daily. Award		18,500.00 0824 4000-4999: Books And Supplies

	<p>recognition of areas such as honor roll, attendance, and exceptional behavior is necessary. Award ceremonies will occur at least quarterly. To facilitate a positive environment on campus assemblies that focus on topics such as self-esteem, PBIS, positive choices, and others will be scheduled 1-2 times per quarter. Award ceremonies will allow for family and community engagement where possible. Families will be invited to award ceremonies. "In the school setting, it is critically important that we celebrate and recognize the outstanding things that students accomplish, both inside and outside of the building" (Younghans, 2016). updated 4/17/24</p>		<p>Materials / Supplies 600.00 0824 5000-5999: Services And Other Operating Expenditures Printshop</p>
1.3	<p>Graduation/Promotion Ceremony Merced City School District offers a yearly graduation ceremony for all school stakeholders to build strong community relations. The Merced City School District educational philosophy's fundamental goal is to ensure that students achieve proficiency in the core curriculum to prepare themselves for educational opportunities and careers. While working to meet this aim, students may also qualify for the eighth-grade diploma. To earn a diploma and to participate in all the graduation activities (graduation ceremony, dance, and field trip), students must meet the requirements set forth by the MCSD School Board of Education. Graduation Ceremony Requirements Board Policy: Eighth Grade (MCSD AR 51231) updated 4/17/24</p>		<p>250.00 0824 2000-2999: Classified Personnel Salaries Classified Staff additional hours 31.00 0824 3000-3999: Employee Benefits Classified Staff benefits 1000.00 0824 4000-4999: Books And Supplies Graduation Supplies 5000.00 0824 5000-5999: Services And Other Operating Expenditures Professional Services (sound, security, dry cleaning of gowns, etc.)</p>
1.4	<p>Effective Communication with Stakeholders Facilitate meaningful two-way communication between families and the school to build and strengthen the home/school connection. Parents play an integral role in assisting their children's learning and when there is strong communication between parents and school, academic achievement is increased (Epstein, Joyce L., and Connors Tadros, Lori. "School and Family Partnerships in the Middle Grades." In Creating Family/School Partnerships, ed. Rutherford, Barry. Columbus, Ohio: National Middle School Association, 1995.) updated 4/17/24</p>		<p>District Funded ParentSquare Program</p>
1.14			
1.19			

# 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.

3.1: Family Literacy Nights educate parents about the importance of literacy, help families connect over books, teach reading strategies, and are designed to excite families about reading. We held one Family Literacy Night in December, and the theme was "Reading is SNOW much Fun". We partnered with the Merced County Library to host this event. We invited our district's FERC representatives to share information about parent education opportunities. Our Teacher Librarian also gave a presentation to families on Digital Citizenship. We also had a local author come to share her love for reading and how she became an author. All of our students and their families were invited to this event. We had an estimate of 300 people at our Family Literacy Night.

3.2: We continued to host our Back to School, Parent Conference Week, 8th grade Parent Information Night, and Open House events as scheduled through with our district throughout the year.

3.3: We held an end of the year 8th Grade Awards Ceremony and Graduation Ceremony.

3.4: Effective Communication with Stakeholders

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

3.1: We had planned to host Parent Education Opportunities that focused on teaching parents how to help their child be successful in school. We wanted to hold these events quarterly.

3.2: We had planned to host one College and Career Night for our students and their families to attend in the evening. Instead, we partnered up with Rivera Elementary and held a College and Career Day in April during the regular school hours.

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.

3.1: We will calendar Parent Education Opportunities quarterly for the 2024-2025 school year. We will use the data from the California Healthy Kids Survey and from parent surveys to decide what the focus of our parent education events will be. For example, offering information on how to help parents with their child's homework is an area of need.

3.2: According to the California Healthy Kids Survey, providing information on how to help their child plan for college and vocational school is an area of need. We plan to host a College and Career Night in the 2024-2025 school year. We will invite all of our stakeholders to attend this event to promote college and career readiness. The event will be held in the evening, so parents and other community members are able to join us.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Targeted Services for at-Promise Groups

To increase academic achievement, attendance, and involvement in school activities for African American and Foster Youth, Rivera Middle will provide equitable access to academic, social-emotional, and extracurricular services by meeting the needs of underrepresented populations.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To increase academic achievement and a sense of belonging for African American, Foster Youth, and Homeless, the District will provide additional targeted programs, services, and supports designed to meet the unique needs of these student groups.

### Identified Need

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

Continued improvement across all measures by subgroups, particularly African American and Foster Youth students, as demonstrated through analysis of CCI indicators, attendance rates, and suspension rates.

On the California School Dashboard, both our African American and Foster Youth students were in the No Performance Color for ELA. Our African American students declined by 8 points. Our Foster Youth data was not displayed because there was not enough data based on the number of students.

On the California School Dashboard, both our African American and Foster Youth students were in the No Performance Color for Mathematics. Our African American students declined by 23.5 points. Our Foster Youth data was not displayed because there was not enough data based on the number of students.

On the California School Dashboard, our African American were at a Red Level for Suspension Rates with an increase of 14.7%. Our Foster Youth students were in the No Performance Color for Suspension Rates and showed that 29.4% had been suspended for at least one day.

On the California School Dashboard, our African American were at an Orange Level for Chronic Absenteeism with a decline of 1.1%. Our Foster Youth students were in the No Performance Color for Chronic Absenteeism and showed that 57.1% had been chronically absent.

### 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
California School Dashboard - ELA Performance	2022-2023 African American - declined 8 points Foster Youth - insufficient data	2023-2024 African American - increase 10 points Foster Youth - NA
California School Dashboard - Math Performance	2022-2023 African American - declined 23.5 points	2023-2024 African American - increase 10 points Foster Youth - NA

	Foster Youth - insufficient data	
California School Dashboard - Suspension Rates	2022-2023 African American - increase 14.7% Foster Youth - increase 29.4%	2023-2024 African American - decrease 5% Foster Youth - decrease 5%
California School Dashboard - Chronic Absenteeism	2022-2023 African American - declined 1.1%, 55.3% chronically absent Foster Youth - insufficient data%, 57.1% chronically absent	2023-2024 African American - declined 5%, 45.3% chronically absent Foster Youth - NA, 47.1% chronically absent

## 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	Create an extended day opportunity program to provide small group and individualized mentoring for African American and Foster Youth students. The extended day teacher will ensure students are completing work, prepare them for upcoming exams, communicate student progress with parents, and work with student and parent to provide additional supports through our tutorial program. Research suggests, "A growing evidence base suggests that afterschool and summer learning programs can have a positive influence on young people under the right conditions. Studies of afterschool and summer programs, for example, have demonstrated many potential positive outcomes, including increased engagement in school, improved school day attendance, fewer unexcused absences, fewer disciplinary referrals, improved academic performance, fewer behavior problems, and improved social and emotional competencies (Wolforth, S. 2024, April 8. What we know about accelerating student achievement and helping young people thrive. American Institutes for Research)." updated 4/17/24	African American, Foster Youth, Homeless	*see School Goal #2
4.2	Continue partnership with Restorative Justice Collective (RJC) to strengthen individual and community relationships, create a sense of belonging and provide a system of communal accountability that sets the stage for repairing harm that may arise from student or educator behavior. The objectives of the RJC is to promote positive school alternatives and cultural competent approaches to school discipline. Research states, "In schools that use restorative and accountable discipline and student support, students necessarily take an active role," Jill Davidson wrote for Teaching Tolerance magazine back in 2014. "Discipline is not something that is externally imposed. Instead, students engage in inquiry and must have a voice in determining next steps and consequences in a context of support, strong	African American, Foster Youth, Homeless	District Provided

	relationships and effective communication." updated 4/17/24		
4.3	Participate in the "Million Fathers March" sponsored by the Black Parallel School Board. Fathers and father figures are encouraged to take their children to the first day of school and make it a memorable experience. Research suggests, "Children whose fathers are positively engaged in their lives are more likely to excel socially, emotionally, and academically (Adamsons & Johnson, 2013; Baker, Kainz, & Reynolds, 2018; Downer, Campos, McWayne, & Gartner, 2008). This effect is particularly strong among children who are disadvantaged, including those in low-income communities and subpar educational systems (Mathwasa & Okeke, 2016)." updated 4/17/24	African American, Foster Youth, Homeless	

# 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.

- 4.1: We offered extended day opportunities, including AVID Tutorials, to all students this year.
- 4.2: We had the Restorative Justice Collective (RJC) meet with students during lunch every Tuesday and Thursday.

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

- 4.1: We had planned to offer an extended day program to a selected group of African-American and Foster Youth students to improve their academics, but instead focused starting up programs (i.e. AVID Tutorials) that would be offered to all students assisting them with their academics.
- 4.2: We had planned for the Restorative Justice Collective (RJC) to meet with a selected group of African-American and Foster Youth students during lunch, but instead had students sign up based on their personal interest.

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.

- 4.1: We will offer an extended day program for our targeted group of African-American and Foster Youth students to improve their academics, suspension rates and chronic absenteeism. On the California Healthy Kids Survey, these were our areas of need.
- 4.2: We will offer applications to join the Restorative Justice Collective (RJC) to our targeted group of African-American and Foster Youth students.
- 4.3: We will participate in the Black Parallel School Board sponsored event, "Million Fathers March". We plan to advertise this event before school starts up in 2024-2025, at our Round Up, and throughout the first month of school.

# 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	\$323,164.00
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 (\$)
0824	\$106,400.00
3010	\$216,764.00

Subtotal of state or local funds included for this school: \$323,164.00

Total of federal, state, and/or local funds for this school: \$323,164.00

# 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
0824	\$106,400.00	0.00
3010	\$216,764.00	0.00
	0	

## Expenditures by Funding Source

Funding Source	Amount
0824	106,400.00
3010	216,764.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,271.88
2000-2999: Classified Personnel Salaries	25,828.00
3000-3999: Employee Benefits	32,685.82
4000-4999: Books And Supplies	79,294.30
5000-5999: Services And Other Operating Expenditures	99,084.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0824	25,331.88
2000-2999: Classified Personnel Salaries	0824	250.00
3000-3999: Employee Benefits	0824	7,435.38

4000-4999: Books And Supplies	0824	37,782.74
5000-5999: Services And Other Operating Expenditures	0824	35,600.00
1000-1999: Certificated Personnel Salaries	3010	30,940.00
2000-2999: Classified Personnel Salaries	3010	25,578.00
3000-3999: Employee Benefits	3010	25,250.44
4000-4999: Books And Supplies	3010	41,511.56
5000-5999: Services And Other Operating Expenditures	3010	63,484.00
5800: Professional/Consulting Services And Operating Expenditures	3010	30,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	215,964.00
Goal 2	81,019.00
Goal 3	26,181.00

# 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
- 2 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Mystee Schindler	Principal
Joshua Shaw	Other School Staff
Craig Hall	Classroom Teacher
Danielle Taijeron	Classroom Teacher
Jennifer Alford	Classroom Teacher
Nancy Ewald	Parent or Community Member
Joumana Haddad	Parent or Community Member
Luis Madrid	Parent or Community Member
Leticia Marin	Other School Staff
	Secondary Student

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**

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

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

This SPSA was adopted by the SSC at a public meeting on 4/18/2024.

Attested:

Handwritten signatures in blue ink. The top signature is for the Principal, Mystee Schindler, and the bottom signature is for the SSC Chairperson, Nancy Ewald.

Principal, Mystee Schindler on 4/18/2024

SSC Chairperson, Nancy Ewald on 4/18/2024