

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rudolph Rivera Elementary School	24657710131664	5/31/2024	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 Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to the challenging State academic standards (Title 34, Code of Federal Regulations [CFR] Part 200, Section 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed through partnerships with the site 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.

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.

Rivera Elementary School has an overall indicator of "red" in the Chronic Absenteeism performance category. In addition, Rivera Elementary School also has orange indicators for both the English Language Arts and Mathematics performance categories.

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.

In the mathematics performance category, English Learners/Students with Disabilities/African American students were two or more levels below that of the all students group. In ELA, Students with Disabilities was two or more levels below the All Students group.

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/supports.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.94%	0.83%	0.45%	8	7	4
African American	6.35%	8.21%	10.40%	54	69	93
Asian	12.24%	12.38%	13.31%	104	104	119
Filipino	2.00%	1.43%	1.12%	17	12	10
Hispanic/Latino	59.65%	60.6%	61.07%	507	509	546
Pacific Islander	0.82%	0.48%	%	7	4	
White	11.88%	10.6%	7.94%	101	89	71
Multiple/No Response	3.88%	3.33%	3.80%	33	28	34
Total Enrollment				850	840	894

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	120	137	119
Grade 1	118	92	126
Grade 2	118	116	106
Grade3	124	123	120
Grade 4	120	113	131
Grade 5	128	124	116
Grade 6	122	135	128
Total Enrollment	850	840	894

Conclusions based on this data:

1. In the last 3 years, Rivera Elementary's highest enrolled group of students continues to be that of the Latino/Hispanic subgroup. The next largest subgroup consists of Asians.
2. The African-American subgroup has been steadily increasing for the last three school years. The subgroups has grown an overall 2.61%. The subgroup is currently 8.21% of the total school student population.
3. The white subgroup has declined by 2% over the last three years from 12.6% to 10.6%.

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	103	87	81	11.4%	11.8%	9.1%
Fluent English Proficient (FEP)	30	25	33	54.8%	29.1%	3.7%
Reclassified Fluent English Proficient (RFEP)	9	24		5.4%	8.7%	

Conclusions based on this data:

1. The number of English Learners significantly increased in the 2021-2022 school year with an increase of 10 students. However, in the 2023-2023 school year, the number of EL students dropped back to 87.
2. The overall trend at Rivera Elementary School based on data from the last 3 years is that the number of EL students in attendance is dropping.
3. The number of EL student who are reclassified to (RFEP) has significantly increased within the last 3 years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	122	121	126	0	118	126	0	118	126	0.0	97.5	100.0
Grade 4	116	127	110	0	126	109	0	126	109	0.0	99.2	99.1
Grade 5	114	130	122	0	129	121	0	129	121	0.0	99.2	99.2
Grade 6	120	125	130	0	123	129	0	122	129	0.0	98.4	99.2
All Grades	472	503	488	0	496	485	0	495	485	0.0	98.6	99.4

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 3		2383.	2364.		11.86	13.49		16.10	12.70		28.81	26.19		43.22	47.62
Grade 4		2416.	2424.		8.73	10.09		19.84	21.10		21.43	28.44		50.00	40.37
Grade 5		2473.	2447.		14.73	7.44		25.58	19.01		26.36	23.14		33.33	50.41
Grade 6		2508.	2503.		12.30	10.85		28.69	26.36		34.43	34.88		24.59	27.91
All Grades	N/A	N/A	N/A		11.92	10.52		22.63	19.79		27.68	28.25		37.78	41.44

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.17	9.52		59.32	55.56		30.51	34.92
Grade 4		7.94	7.34		66.67	69.72		25.40	22.94
Grade 5		18.60	7.44		61.24	58.68		20.16	33.88
Grade 6		13.93	9.30		54.10	62.02		31.97	28.68
All Grades		12.73	8.45		60.40	61.24		26.87	30.31

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.08	6.35		52.54	49.21		42.37	44.44
Grade 4		7.20	7.34		48.80	53.21		44.00	39.45
Grade 5		9.45	7.50		54.33	55.00		36.22	37.50
Grade 6		15.57	10.85		58.20	55.04		26.23	34.11
All Grades		9.35	8.06		53.46	53.10		37.20	38.84

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.02	3.17		68.64	69.05		20.34	27.78
Grade 4		6.35	3.67		73.81	74.31		19.84	22.02
Grade 5		6.20	4.96		77.52	68.60		16.28	26.45
Grade 6		13.11	10.08		72.13	77.52		14.75	12.40
All Grades		9.09	5.57		73.13	72.37		17.78	22.06

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.63	10.32		63.56	61.11		28.81	28.57
Grade 4		4.76	5.50		74.60	72.48		20.63	22.02
Grade 5		11.63	6.61		68.22	60.33		20.16	33.06
Grade 6		13.93	18.60		68.85	63.57		17.21	17.83
All Grades		9.49	10.52		68.89	64.12		21.62	25.36

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Conclusions based on this data:

1. Over 99% of students enrolled at Rivera Elementary School took the CAASPP State Assessment in the 22/23 school year.
2. The number of students who tested in both standards met/standards exceed has declined in the 22/23 school year compared to the 21/22 school year. The percentage of students who tested "nearly met" remained consistent when comparing the two school years. The number of students who tested below stands increased from the 21/22 school year to the 22/23 school year.
3. In the 2022-2023 school year, the higher percentage of students scoring above standards was in 6th grade.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	122	121	125	0	118	125	0	118	125	0.0	97.5	100.0
Grade 4	116	126	109	0	125	108	0	125	108	0.0	99.2	99.1
Grade 5	114	130	122	0	129	121	0	129	121	0.0	99.2	99.2
Grade 6	120	125	129	0	122	128	0	122	128	0.0	97.6	99.2
All Grades	472	502	485	0	494	482	0	494	482	0.0	98.4	99.4

* 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 3		2402.	2381.		11.02	7.20		24.58	21.60		26.27	21.60		38.14	49.60
Grade 4		2408.	2427.		2.40	6.48		11.20	18.52		33.60	34.26		52.80	40.74
Grade 5		2442.	2426.		6.20	1.65		10.08	5.79		32.56	28.93		51.16	63.64
Grade 6		2466.	2457.		4.92	6.25		11.48	9.38		31.97	29.69		51.64	54.69
All Grades	N/A	N/A	N/A		6.07	5.39		14.17	13.69		31.17	28.42		48.58	52.49

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.56	8.00		54.24	44.00		32.20	48.00
Grade 4		4.00	9.26		42.40	43.52		53.60	47.22
Grade 5		5.43	3.31		37.98	31.40		56.59	65.29
Grade 6		5.74	3.13		44.26	35.94		50.00	60.94
All Grades		7.09	5.81		44.53	38.59		48.38	55.60

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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 3		15.25	12.00		47.46	42.40		37.29	45.60
Grade 4		3.20	8.33		52.00	50.93		44.80	40.74
Grade 5		3.88	1.65		54.26	47.11		41.86	51.24
Grade 6		4.92	7.03		46.72	45.31		48.36	47.66
All Grades		6.68	7.26		50.20	46.27		43.12	46.47

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.95	11.20		53.39	52.80		29.66	36.00
Grade 4		4.80	13.89		49.60	42.59		45.60	43.52
Grade 5		6.98	0.83		51.94	52.07		41.09	47.11
Grade 6		6.56	7.81		60.66	53.13		32.79	39.06
All Grades		8.70	8.30		53.85	50.41		37.45	41.29

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Conclusions based on this data:

- Over 99% of students enrolled at Rivera Elementary School took the CAASPP State Assessment in the 22/23 school year.
- In 2023, 19.08% of students who were administered the SBAC exceed or met overall standards. School-wide percentages in each area are: 5.39% standard exceed, 13.69% standard met, 28.04% standard nearly met, and 52.49% below standard.
- Rivera Elementary School's percentage of students who are below standards increased by approximately 4% in the 2022-2023 school year.

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 website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	1435.9	*	*	1437.1	*	*	1432.9	5	9	14
1	1386.8	1383.3	*	1394.8	1384.8	*	1378.4	1381.4	*	12	11	9
2	1473.1	1455.9	1452.8	1471.1	1456.0	1455.3	1474.6	1455.3	1450.0	16	14	11
3	1470.7	1484.7	1481.8	1474.8	1494.7	1477.6	1465.9	1474.2	1485.4	15	18	15
4	1484.5	1496.3	1524.8	1482.4	1497.6	1544.4	1486.2	1494.3	1504.9	13	19	16
5	1510.0	1500.7	1516.6	1512.7	1497.5	1510.7	1506.8	1503.4	1521.8	15	19	19
6	*	1493.4	1523.1	*	1496.4	1524.9	*	1490.0	1520.6	9	13	17
All Grades										85	103	101

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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
K	*	*	21.43	*	*	28.57	*	*	35.71	*	*	14.29	*	*	14
1	8.33	0.00	*	16.67	0.00	*	25.00	27.27	*	50.00	72.73	*	12	11	*
2	6.25	0.00	0.00	43.75	28.57	18.18	43.75	57.14	63.64	6.25	14.29	18.18	16	14	11
3	6.67	11.11	20.00	33.33	33.33	20.00	20.00	33.33	40.00	40.00	22.22	20.00	15	18	15
4	7.69	15.79	25.00	15.38	36.84	56.25	53.85	26.32	18.75	23.08	21.05	0.00	13	19	16
5	20.00	15.79	21.05	20.00	21.05	47.37	40.00	52.63	10.53	20.00	10.53	21.05	15	19	19
6	*	0.00	11.76	*	23.08	47.06	*	61.54	35.29	*	15.38	5.88	*	13	17
All Grades	8.24	7.77	15.84	30.59	26.21	37.62	32.94	40.78	31.68	28.24	25.24	14.85	85	103	101

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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
K	*	*	14.29	*	*	35.71	*	*	35.71	*	*	14.29	*	*	14
1	16.67	0.00	*	16.67	0.00	*	25.00	63.64	*	41.67	36.36	*	12	11	*
2	6.25	14.29	9.09	56.25	28.57	27.27	37.50	42.86	36.36	0.00	14.29	27.27	16	14	11
3	20.00	33.33	33.33	33.33	33.33	26.67	26.67	27.78	20.00	20.00	5.56	20.00	15	18	15
4	15.38	21.05	62.50	30.77	57.89	37.50	53.85	15.79	0.00	0.00	5.26	0.00	13	19	16
5	33.33	21.05	26.32	40.00	47.37	57.89	26.67	21.05	5.26	0.00	10.53	10.53	15	19	19
6	*	7.69	35.29	*	61.54	52.94	*	15.38	5.88	*	15.38	5.88	*	13	17
All Grades	18.82	17.48	30.69	35.29	38.83	39.60	31.76	28.16	15.84	14.12	15.53	13.86	85	103	101

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	14.29	*	*	28.57	*	*	42.86	*	*	14.29	*	*	14
1	0.00	0.00	*	16.67	0.00	*	8.33	9.09	*	75.00	90.91	*	12	11	*
2	6.25	0.00	0.00	43.75	14.29	9.09	18.75	57.14	72.73	31.25	28.57	18.18	16	14	11
3	0.00	0.00	0.00	20.00	22.22	33.33	33.33	44.44	26.67	46.67	33.33	40.00	15	18	15
4	0.00	5.26	6.25	23.08	21.05	25.00	38.46	31.58	37.50	38.46	42.11	31.25	13	19	16
5	13.33	10.53	10.53	13.33	10.53	26.32	26.67	31.58	31.58	46.67	47.37	31.58	15	19	19
6	*	0.00	0.00	*	0.00	23.53	*	38.46	41.18	*	61.54	35.29	*	13	17
All Grades	3.53	2.91	4.95	21.18	13.59	24.75	29.41	33.98	39.60	45.88	49.51	30.69	85	103	101

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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
K	*	*	14.29	*	*	71.43	*	*	14.29	*	*	14
1	25.00	0.00	*	41.67	72.73	*	33.33	27.27	*	12	11	*
2	25.00	14.29	9.09	75.00	64.29	81.82	0.00	21.43	9.09	16	14	11
3	26.67	38.89	26.67	33.33	38.89	46.67	40.00	22.22	26.67	15	18	15
4	23.08	47.37	50.00	69.23	47.37	50.00	7.69	5.26	0.00	13	19	16
5	13.33	5.26	10.53	73.33	78.95	68.42	13.33	15.79	21.05	15	19	19
6	*	0.00	0.00	*	84.62	82.35	*	15.38	17.65	*	13	17
All Grades	20.00	20.39	19.80	61.18	60.19	64.36	18.82	19.42	15.84	85	103	101

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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
K	*	*	14.29	*	*	71.43	*	*	14.29	*	*	14
1	16.67	0.00	*	41.67	36.36	*	41.67	63.64	*	12	11	*
2	12.50	14.29	27.27	87.50	78.57	45.45	0.00	7.14	27.27	16	14	11
3	40.00	38.89	33.33	40.00	50.00	46.67	20.00	11.11	20.00	15	18	15
4	15.38	15.79	75.00	76.92	68.42	25.00	7.69	15.79	0.00	13	19	16
5	66.67	47.37	78.95	33.33	42.11	10.53	0.00	10.53	10.53	15	19	19
6	*	75.00	88.24	*	8.33	5.88	*	16.67	5.88	*	12	17
All Grades	32.94	29.41	53.47	50.59	49.02	31.68	16.47	21.57	14.85	85	102	101

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	21.43	*	*	64.29	*	*	14.29	*	*	14
1	8.33	0.00	*	16.67	0.00	*	75.00	100.00	*	12	11	*
2	12.50	7.14	0.00	56.25	64.29	72.73	31.25	28.57	27.27	16	14	11
3	0.00	0.00	6.67	40.00	61.11	46.67	60.00	38.89	46.67	15	18	15
4	7.69	10.53	6.25	46.15	42.11	56.25	46.15	47.37	37.50	13	19	16
5	20.00	10.53	10.53	26.67	36.84	57.89	53.33	52.63	31.58	15	19	19
6	*	0.00	0.00	*	15.38	35.29	*	84.62	64.71	*	13	17
All Grades	8.24	4.85	7.92	35.29	39.81	52.48	56.47	55.34	39.60	85	103	101

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	35.71	*	*	42.86	*	*	21.43	*	*	14
1	0.00	0.00	*	41.67	45.45	*	58.33	54.55	*	12	11	*
2	12.50	7.14	0.00	56.25	78.57	81.82	31.25	14.29	18.18	16	14	11
3	0.00	0.00	13.33	60.00	83.33	66.67	40.00	16.67	20.00	15	18	15
4	0.00	5.26	18.75	53.85	57.89	56.25	46.15	36.84	25.00	13	19	16
5	0.00	5.26	26.32	60.00	78.95	47.37	40.00	15.79	26.32	15	19	19
6	*	0.00	17.65	*	69.23	76.47	*	30.77	5.88	*	13	17
All Grades	4.71	4.85	18.81	55.29	66.02	58.42	40.00	29.13	22.77	85	103	101

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. The number of students who were assessed with the ELPAC increased 16% when comparing students who were assessed in 3 consecutive years; 20/21 to 22/23.
2. The overall English performance of students who were in level 4 (highest level) increased by 8% from 21/22 to 22/23 school year.
3. 53.46% of the student assessed were either in Level 3 or Level 4 on their performance on the ELCAP.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
840	70.5	11.8	1.9
Total Number of Students enrolled in Rudolph Rivera Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	99	11.8
Foster Youth	16	1.9
Homeless		
Socioeconomically Disadvantaged	592	70.5
Students with Disabilities	65	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	69	8.2
American Indian	7	0.8
Asian	104	12.4
Filipino	12	1.4
Hispanic	509	60.6
Two or More Races	28	3.3
Pacific Islander	4	0.5
White	89	10.6

Conclusions based on this data:

1. 7.7% of the students enrolled at Rivera Elementary School are students with a disability.
2. 70.5% of the students enrolled at Rivera Elementary School are considered to be Socioeconomically Disadvantaged. The Homeless subgroup is not a significant subgroup.
3. 11.8% of the students attending Rivera Elementary School is made up of English Learners.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Learners have made significant progress in meeting their academic performance. The average suspension rate is low based on the number of students enrolled at the school site.
2. Chronic absenteeism is in the red performance level (highest).

3. The overall average performance levels of Math and English Language Arts is at the orange performance level (2nd to the lowest performance level).

School and Student Performance Data

Academic Performance English Language Arts

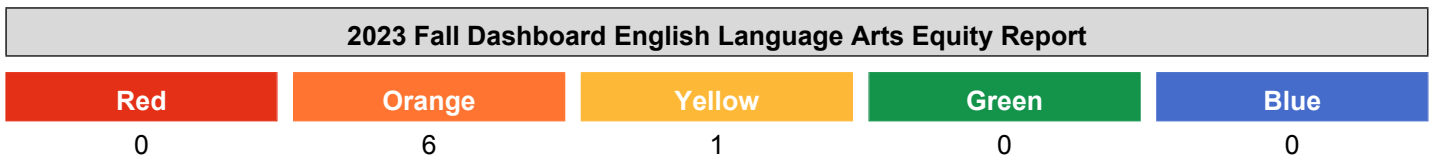
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 47.7 points below standard Decreased -10.5 points 453 Students	English Learners  Yellow 66.4 points below standard Increased +5.2 points 82 Students	Foster Youth 74.5 points below standard 15 Students
Homeless Less than 11 Students 0 Students	Socioeconomically Disadvantaged  Orange 55.8 points below standard Decreased -7.5 points 343 Students	Students with Disabilities  Orange 127.1 points below standard Increased +6.9 points 52 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 64.4 points below standard Decreased -5.9 points 36 Students	Less than 11 Students 5 Students	 Orange 42.8 points below standard Decreased Significantly -19 points 60 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 47.1 points below standard Decreased -7.1 points 275 Students	Less than 11 Students 10 Students	Less than 11 Students 4 Students	 Orange 59.2 points below standard Decreased -11.8 points 44 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
108.5 points below standard Maintained +1.1 points 50 Students	0.5 points below standard Decreased Significantly -34 points 32 Students	46.4 points below standard Decreased -14 points 355 Students

Conclusions based on this data:

1. Based on the CDE Dashboard, the overall "All Students" scored 47.7 points below standards.
2. Student groups; Economically Disadvantaged students decreased by 7.5 points and are 55.8 points below standard. The Students with disabilities subgroup increased by 6.9 points but are still orange performance level with 127.1 points below standards.
3. The Hispanic subgroup decreased by 5.9 points and is in the orange performance level with 64.4 points below standards. The African American subgroup decreased by 7.1 points and is in the orange performance level with 47.1 points below standards. The Asian subgroup is also scoring in the orange performance level with a significant 19 points decrease and overall average of 42.8 points below standards. The White subgroup is decreased by 11.8 points and with overall average of 59.2 points below standard in the orange performance level.

School and Student Performance Data

Academic Performance Mathematics

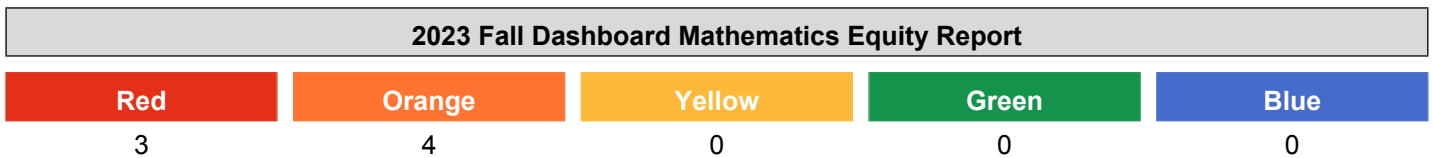
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 76.9 points below standard Decreased -6.1 points 450 Students	<p>English Learners</p>  Red 103.3 points below standard Decreased -9.1 points 82 Students	<p>Foster Youth</p> 104 points below standard 14 Students
<p>Homeless</p> Less than 11 Students 0 Students	<p>Socioeconomically Disadvantaged</p>  Orange 84.1 points below standard Decreased -4.6 points 340 Students	<p>Students with Disabilities</p>  Red 152.5 points below standard Maintained +0.2 points 52 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 109.2 points below standard Maintained +2.4 points 35 Students	Less than 11 Students 5 Students	 Orange 77.7 points below standard Decreased Significantly - 26.8 points 60 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 74.2 points below standard Maintained -2.2 points 274 Students	Less than 11 Students 10 Students	Less than 11 Students 4 Students	 Orange 81.9 points below standard Decreased -7.5 points 43 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
147.2 points below standard Decreased Significantly -24.9 points 50 Students	34.8 points below standard Decreased Significantly -16.7 points 32 Students	73.7 points below standard Decreased -6.6 points 352 Students

Conclusions based on this data:

1. The overall all students decreased by 6.1 points and are 76.9 points below standard in the red (lowest) performance level. Both English Learners and Students with Disabilities scored with the lowest "red" performance level with a decrease of 9.1 and 0.2 points respectively.
2. The African American subgroup maintained with an increase of 2.4 points but is still scoring in the lowest performance (red) level with an overall 109.2 points below standards.
3. The following ethnic subgroups are performing on the orange performance level with a significant decrease of 26.8 points for the Asia subgroup, 7.5 points for the White subgroup, and 2.2 for the Hispanic subgroup.

School and Student Performance Data

Academic Performance English Learner Progress

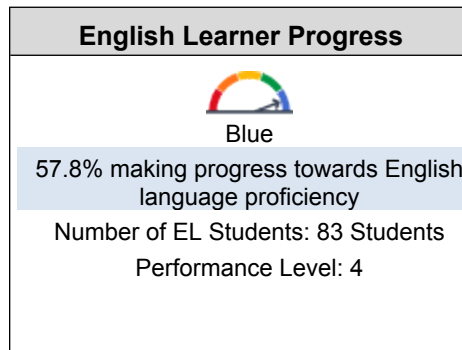
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
9	26	0	48

Conclusions based on this data:

- 48 students from Rivera Elementary School progressed at least one ELPI Level in the 2022-2023 school year.
- Rivera Elementary School has 83 students enrolled at EL students. 57.8% of the students were making progress towards English Language Proficiency.
- 9 English Learner students decreased by one ELPI Level while 48 students progressed at least one ELPI Level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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		
All Students Red 33.9% Chronically Absent Maintained 0.2 914 Students	English Learners Orange 27% Chronically Absent Declined -3.4 115 Students	Foster Youth 28% Chronically Absent Increased 23.2 25 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Orange 38.9% Chronically Absent Declined -0.8 702 Students	Students with Disabilities Orange 38.9% Chronically Absent Declined -11.8 90 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 42.7% Chronically Absent Declined -3.3 82 Students	Less than 11 Students 7 Students	 Yellow 10.3% Chronically Absent Declined -2.2 107 Students	35.7% Chronically Absent Increased 12.2 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 36.3% Chronically Absent Maintained -0.1 557 Students	 Orange 34.7% Chronically Absent Declined -7.2 49 Students	Less than 11 Students 4 Students	 Red 40.4% Chronically Absent Increased 10.8 94 Students

Conclusions based on this data:

1. Overall, the students at Rivera Elementary School are in the highest Chronic absenteeism level (red) with 33.9% of the student being chronically absent.
2. The following student subgroups are in the orange performance level (2nd from the highest); English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. All three subgroups have had a decline of 3.4 points, 0.8 points, and 11.8 points respectively in being chronically absent from school.
3. The Hispanic and White Ethnicity subgroups are in the orange performance level with the Hispanic subgroup maintaining at 0.1 points while the white subgroup increased by 10.8 points. Both the African American and Two or More Races subgroups have made gains in decreasing its chronically absence rate by 3.3 points and 7.2 points respectively.

School and Student Performance Data

Conditions & Climate Suspension Rate

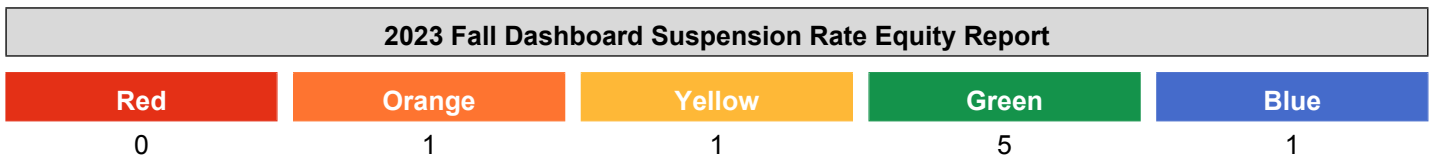
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This section provides number of student groups in each level.



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		
All Students	English Learners	Foster Youth
 Green	 Green	0% suspended at least one day
2% suspended at least one day	1.6% suspended at least one day	Declined -4 26 Students
Declined Significantly -2.2 971 Students	Declined -3.9 125 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	 Green	 Orange
	2.3% suspended at least one day	4.2% suspended at least one day
	Declined Significantly -2.4 747 Students	Increased 0.6 95 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 5.7% suspended at least one day Declined -4.9 88 Students	Less than 11 Students 7 Students	 Blue 0% suspended at least one day Declined -2.5 112 Students	0% suspended at least one day Maintained 0 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.7% suspended at least one day Declined Significantly -1.9 596 Students	 Green 1.9% suspended at least one day Declined -1.3 53 Students	Less than 11 Students 4 Students	 Green 1% suspended at least one day Declined -4.7 97 Students

Conclusions based on this data:

1. All 971 students attending Rivera Elementary School have a decrease of -2.2 for home suspensions. The SWD subgroup is on the orange performance level with an increase of 0.6 points. Rivera Elementary school has no students subgroups in the red performance level.
2. The Socioeconomically Disadvantaged has a significant decrease in home suspension of -2.4%. The English Learner subgroups also had a decrease in home suspension rate at -3.9%.
3. Even though the suspension rate has decrease by -4.9%, the African American subgroup, 88 students, continues to have the home number of students suspended from school with 5.7% suspended for at least a day.

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

A minimum of 50% of the students will be in progress to meeting the Annual Stretch Growth on DPA II as evidenced by the I-Ready Reading Assessment and students will make double digit growth in the percentage of students on/above grade level on DPA III when compared to the previous year.

A minimum of 50% of students will be in progress to meeting the Annual Stretch Growth on DPA II as evidenced by the I-Ready Math Assessment and students will make double digit growth in the percentage of students on/above grade level on DPA III when compared to the previous year.

Re-designation rate of 15% for the school year for all ELs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

According to the CDE Dashboard review, Rivera Elementary School continues to not meet the necessary growth required in Mathematics for the following subgroups and its performance levels; SED-Orange, White-Orange, Asian-Orange, SWD-Red, and EL-Red. In English Language Arts, the following subgroups and performance colors respectively are identified as having decreased their performance on the 2022 CAASPP; SED-Orange, African American-Orange, and Hispanic-Orange, White-Orange. The SWD subgroup maintained but is still in the orange performance level.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2023/2024 DPA Results: Percentage of Students who are in progress to meeting the Annual Stretch Growth on DPA II</p>	<p>Reading (ELA): % to meeting Annual Stretch Growth</p> <p>Grades:</p> <p>K-----37%</p> <p>1-----43%</p> <p>2-----55%</p> <p>3-----43%</p> <p>4-----35%</p> <p>5-----33%</p> <p>6-----28%</p>	<p>Growth Needed by Grades to Meet Goal:</p> <p>K-----50%</p> <p>1-----50%</p> <p>2-----50%</p> <p>3-----50%</p> <p>4-----50%</p> <p>5-----50%</p> <p>6-----50%</p> <p>The students in grade 2 met the expected growth goal. 1st Grade students were 7% away from meeting goal. The rest of the other grades did not meet the requirements of the goal.</p>
<p>2023/2024 DPA Results: Percentage of Students who are in progress to meeting the Annual Stretch Growth on DPA II</p>	<p>Math: % to meeting Annual Stretch Growth</p> <p>Grades:</p> <p>K-----38%</p> <p>1-----51%</p> <p>2-----54%</p> <p>3-----31%</p> <p>4-----19%</p> <p>5-----26%</p> <p>6-----32%</p>	<p>Growth Needed by Grades to Meet Goal:</p> <p>K-----50%</p> <p>1-----50%</p> <p>2-----50%</p> <p>3-----50%</p> <p>4-----50%</p> <p>5-----50%</p> <p>6-----50%</p> <p>1st & 2nd Grade students have met the proposed growth goal. The other grades did not meet the proposed goal.</p>
<p>2023 vs. 2024 Reading DPAll Comparison</p>	<p>2023 ELA DPA III: Reading</p> <p>37% On/Above Grade Level</p> <p>Grades:</p> <p>K-----52% On/Above Grade Level</p> <p>1-----34% On/Above Grade Level</p> <p>2-----40% On/Above Grade Level</p> <p>3-----48% On/Above Grade Level</p> <p>4-----30% On/Above Grade Level</p> <p>5-----25% On/Above Grade Level</p> <p>6-----33% On/Above Grade Level</p> <p>2024 ELA DPA III: Reading</p> <p>47% On/Above Grade Level</p>	

	<p>Grades:</p> <p>K-----72% On/Above Grade Level</p> <p>1-----59% On/Above Grade Level</p> <p>2-----49% On/Above Grade Level</p> <p>3-----48% On/Above Grade Level</p> <p>4-----35% On/Above Grade Level</p> <p>5-----33% On/Above Grade Level</p> <p>6-----51% On/Above Grade Level</p> <p>Overall, the goal was met. However, if broken down by grade level, the following grade levels did not meet the goal; 2nd, 3rd, 4th, and 5th.</p>	
<p>2023 vs. 2024 Math DPAlII Comparison</p>	<p>2023 Math DPA III</p> <p>26% On/Above Grade Level</p> <p>Grades:</p> <p>K-----37% On/Above Grade Level</p> <p>1-----25% On/Above Grade Level</p> <p>2-----30% On/Above Grade Level</p> <p>3-----26% On/Above Grade Level</p> <p>4-----26% On/Above Grade Level</p> <p>5-----20% On/Above Grade Level</p> <p>6-----25% On/Above Grade Level</p> <p>2024 Math DPA III</p> <p>38% On/Above Grade Level</p> <p>Grades:</p> <p>K-----61% On/Above Grade Level</p> <p>1-----46% On/Above Grade Level</p> <p>2-----49% On/Above Grade Level</p> <p>3-----32% On/Above Grade Level</p> <p>4-----30% On/Above Grade Level</p> <p>5-----27% On/Above Grade Level</p>	

	6-----22% On/Above Grade Level Overall, the goal was met. However, if broken down by grade levels, the following grade levels did not meet the goal; 3rd, 4th, 5th, and 6th.	
2024 Re-Classification Rate	2024: 10/80-----12.5% Re-Classified	Rivera Elementary English Learners' reclassification rate did not meet the intended goal of 15%. However, Rivera Elementary School continues to be committed to reaching the goal for the 2024-2025 school year.

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	<p>Ongoing Professional Collaboration: All teachers collaborate through Professional Learning Communities (PLCs) focusing on continual improvement. PLC's create, implement and monitor the progress of a Guaranteed Viable Curriculum for each grade level ensuring key power standards are taught and learned to mastery by students. PLC's engage in collaboration at several levels; horizontally, vertically, and in collaboration with Title I Intervention/Anchor teacher and Rtl Reading Clinicians.</p> <p>Provide ongoing training and support for instructional assistants to ensure a strong understanding of the SIPPS Program.</p> <p>Teachers may also visit other classrooms, school sites, and/or districts that are showing academic results, to improve instructional strategies.</p>	All students	42149 0824 1000-1999: Certificated Personnel Salaries 20450 0824 2000-2999: Classified Personnel Salaries 13000 0824 4000-4999: Books And Supplies 15301 0824 5000-5999: Services And Other Operating Expenditures 74546 3010 1000-1999: Certificated Personnel Salaries 95300 3010 2000-2999: Classified Personnel Salaries 4500 3010 4000-4999: Books And Supplies 41600 3010

			5000-5999: Services And Other Operating Expenditures
1.2	<p>AVID School-Wide: 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 in life by improving academic achievement through the focus on writing, critical thinking, teamwork, organization, and reading skills (WICOR).</p> <p>Teachers and administrators receive training during AVID's summer institute to further a systematic approach to college and career readiness. AVID professional learning for teachers and administrators strengthens their beliefs and expectations around student potential and they learn and practice activities that transform classrooms and the campus. The AVID Program is a researched-based and effective model for minimizing achievement gaps and promoting college readiness for all students.</p>	All students	
1.4	<p>Response to Intervention Program: Students who are two or more years below grade level, including English Learners and students with disabilities, are provided with intensive intervention through the utilization of the SIPPS program which provides a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling sounds, and sight words, with immediate application to reading connected text to spelling. SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) is a researched-based foundational skills program proven to help both new and struggling readers in K-12 build skills and confidence for fluent, independent reading. Intensive intervention instruction will be provided by a Title I</p>	At Risk Students	
1.6	<p>Professional Development Opportunities for staff: Staff participates in professional development activities at the site and district levels focusing on the GVC, locally adopted standards-aligned instructional materials and strategies for all core instructional areas, and the intensive intervention program in use at the school. Rivera teachers will continue with on-site teacher-led professional development in the area of reading, writing, and math.</p>	All students	
1.7	<p>Extended Day and Student Achievement: Provide extended academic learning opportunities (ex., math, and language extended day classes, English Learner supports, arts, and STEM.) Provide after-school tutorial support for any student needing additional help with their work. Provide extended day opportunities to ensure academic</p>	All students	

	support for at-risk students. Rivera students will be provided the opportunity to participate in writing festivals, spelling bees, and science fairs.		
1.9	<p>Student Achievement Monitoring System: 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 results are used to ensure proper program placement and identify specific student learning patterns or needs. Assessment results also inform teacher instructional practices. An assessment guide is provided by the District and is located on the District webpage, under the direction of the Department of Curriculum, Instruction, and Staff Development.</p> <p>Categorical Program Office (CPO) clerk/materials will be hired/bought for auxiliary services. Such individuals will supervise compliance, documentation, required assessment, and achievement data for English Learners.</p>	All students	
1.10	Supplies and materials including books, intervention materials, supplementary academic materials for extended day, technology, software, consumables, incentives, realia, and awards are purchased during the school year for classrooms and/or the library to further support academic achievement for all students. Printing costs, technology, maintenance agreements, and office supplies are purchased to provide a workplace to effectively implement and manage academic programs.	All students	
1.11	Instructional Assemblies and Learning Excursions	All students	

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 Rivera Elementary School has held PLCs afterschool to afford teachers more time to identify GVC standards, develops CFAs, share data from the CFAs, share best practice teaching strategies within the grade level. Teachers along with the reading intervention teacher designed lessons that incorporated SIPPS and the adopted ELA program. All the aforementioned occurrences continue to be useful in helping students achieve their academic goals.

1.2 Teachers were provided with subs so they can participate in AVID classroom visitation rounds. Then, they provide glow/grow feedback to staff. This was and continues to be a great strategy in maintaining fidelity to the AVID at the school site.

1.4 UFLI books and other supplemental were purchased for teachers to help support RtI in the classroom. Teachers were also provided with time and subs to visit classrooms so they can continue to self improve.

1.6 Teachers were provided planning time to continue development of GVC and the planning of lessons in addition to grade level pacing. This action has been effective and will continue.

1.7 Students were provided with engaging extended day opportunities in Science, Technology, Arts, and Mathematics. In addition to teaching important concepts and skills, the extended day opportunities also support positive attendance and engagement. Extended day opportunities was effective and will be continued.

1.9 CPO Clerk clerk and materials was hired/bought for auxiliary services. Such individual will supervise compliance, documentation, required assessment, and achievement data for English Learners.

1.10 The purchase of supplies and materials to support the needs at the site will continue because it's effectiveness is seen through the improvement of student scores on the I-Ready and other assessments.

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

One major difference between the 2023-2024 and the 2024-2025 school year is the intended focus on subgroups, based on needs. For example, in 2023-2024 school year, the focus of needs were on the following subgroups; Students with Disabilities and Black African-American. In the 2024-2025 school year, the focus shifted to include the following subgroups; White, Hispanic, and English Learner.

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.

Parental involvement and community partnership continues to be a priority for Rivera Elementary School. More parent education and/or engagement evenings will be planned for the 2024-2025 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

School Culture

Rivera Elementary School will provide a safe, culturally responsive environment, where students learn effective social and emotional skills and receive support to increase their engagement in learning as measured by attendance and suspension rates, and results of the California Healthy Kids Survey (Student Survey) and maintain or reduce the number of students with Chronic Absenteeism as indicated on the CDE Dashboard Report.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a welcoming, safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional supports to increase their engagement in learning.

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.

According to the CDE Dashboard review, one of Rivera Elementary School's greatest need in the area of providing a culturally responsive and engaging environment that has effective social and emotional skills to support a conducive learning environment is in Chronic Absenteeism. All subgroups, except SWD have made improvements in decreasing home suspension. The SWD subgroup has an increase in home suspension and is also in the orange performance level.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Suspension Rate Indicator for Student Groups Comparisons</p>	<p>2021-2022 All Students----- Asian----- -----Medium (1.1% to 3.0%) English Learners----- -----High (3.1% to 6.0%) Socially Economically Disadvantaged-- -----High (3.1% to 6.0%) Students with Disabilities----- -----High (3.1% to 6.0%) Hispanic----- -----High (3.1% to 6.0%) White----- -----High (3.1% to 6.0%) Two or More Races----- -----High (3.1% to 6.0%) African American----- -----Very High (6.1% or greater)</p> <p>2022-2023 All Students----- -----Medium (1.1% to 3.0%) Asian----- -----Very Low (0.5% or less) English Learners----- -----Medium (1.1% to 3.0%) Socially Economically Disadvantaged-- -----Medium (1.1% to 3.0%) Students with Disabilities----- -----High (3.1% to 6.0%) Hispanic----- -----Medium (1.1% to 3.0%) White----- -----High (3.1% to 6.0%) Two or More Races----- -----Medium (1.1% to 3.0%) African American----- -----High (3.1% to 6.0%)</p> <p>All groups have made improvements pertaining to home suspension in the 2022-2023 school year when compared to the 2021-2022 school year.</p>	<p>All subgroups will decrease the rate of suspension by a minimum of 1 point or higher as reported on the California Department of Education Dashboard.</p>
<p>Chronic Absenteeism</p>	<p>2021-2022 All Students----- -----Very High (20.1% or greater) Asian----- -----High (10.1% to 20.1%) English Learners----- -----Very High (20.1% or greater)</p>	<p>All subgroups will decrease the rate of suspension by a minimum of 1 point or higher as reported on the California Department of Education Dashboard.</p>

	<p>Socially Economically Disadvantaged-- -----Very High (20.1% or greater) Students with Disabilities----- -----Very High (20.1% or greater) Hispanic----- -----Very High (20.1% or greater) White----- -----Very High (20.1% or greater) Two or More Races----- -----Very High (20.1% or greater) African American----- -----Very High (20.1% or greater)</p> <p>2022-2023 All Students----- -----Very High (20.1% or greater) Asian----- -----High (10.1% to 20.1%) English Learners----- -----Very High (20.1% or greater) Socially Economically Disadvantaged-- -----Very High (20.1% or greater) Students with Disabilities----- -----Very High (20.1% or greater) Hispanic----- -----Very High (20.1% or greater) White----- -----Very High (20.1% or greater) Two or More Races----- -----Very High (20.1% or greater) African American----- -----Very High (20.1% or greater)</p> <p>All subgroups, except the Asian subgroup had a high percentage of Chronic Absenteeism. However, the following subgroups; English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Two or More Races made progress with a decline of 0.5 to 3.0 points from the prior year.</p>	
California Healthy Kids Survey	5th & 6th Grade Survey Results: School Engagement and Supports	The California Healthy Kids Survey will show a increase in percentage on all the following sub-categories; School Engagement and Supports, School

	<p>School connectedness (In-School Only) 62.5%</p> <p>Academic motivation 85%</p> <p>School boredom 49.5%</p> <p>Caring adults in school 61.5%</p> <p>High expectations-adults in school 77%</p> <p>Meaningful participation 5.5%</p> <p>Facilities upkeep 61.5%</p> <p>Parent involvement in schooling 72.5%</p> <p>Social and emotional learning supports 74%</p> <p>Anti-bullying climate 67%</p> <p>School Safety and Cyberbullying:</p> <p>Feel safe at school 64.5%</p> <p>Feel safe on way to and from school 73%</p> <p>Been hit or pushed 31%</p> <p>Mean rumors spread about you 39%</p> <p>Called bad names or target of mean jokes 45%</p> <p>Saw a weapon at school 14.5%</p> <p>Cyberbullying 25%</p> <p>School Disciplinary Environment:</p> <p>Rule clarity 77%</p> <p>Students well behaved 41%</p> <p>Students treated fairly when break rules 45.5%</p> <p>Students treated with respect 75%</p> <p>Highest quartile responses were of academic motivation, high adult expectations in school, parental involvements, social and emotional learning supports, feeling safe on the way to and from school, rule Clarity, and Students are treated with respect.</p> <p>Lowest quartile responses were meaningful participation, saw a weapon at school, and Cyberbullying.</p>	<p>Safety and Cyberbullying, and School Disciplinary Environment.</p>
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Support the district initiative for developing proficiency in the areas of cultural and linguistic diversity.	All students	
1.2	Increase the number of Yard Duty Supervisors from 8 to 10, reducing the student to staff ratio, to	All students	

	assist in assuring student safety and increase positive student engagement		
1.4	Implement a bully prevention reporting system to reduce incidents of bullying and ensure students feel safe	All students	
1.5	Social-Emotional Learning: Employ a full time counselor to support the social-emotional needs that serve as barriers to maximizing learning Enhance the Positive Behavior Intervention Program and recognition for strong attendance, character, and choices. Promote the strategies and philosophies of Conscious Discipline by providing professional development for all staff, along with the supplies and materials necessary for full implementation. Provide assemblies that educate motivate, and encourage students to make socially, emotionally, and physically healthy choices. Provide necessary health and wellness supplies .	All students	
1.6	Support the full time school psychologist servicing students' social-emotional, and behavioral needs that impede learning with necessary supplies and materials.	All students	
1.7	Provide and support opportunities for parent (family) engagements and collaborations at school to formulate actions plans to support the following student subgroups; African Americans, Hispanics, Whites, English Learners, and Students with Disabilities.	All students	
1.8	Utilize community volunteers to positively engage with students on the playground, supporting socially, emotionally, and physically healthy choices	All students	
1.10	.		

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 The Rivera staff incorporates cultural diversity in the special that are held at school during the special recognition months; Latino Month, Black History Month, Asian/Pacific Islander Month. We also celebrate community diversity recognitions during special evens such as pre-CAASPP week with dancers from different cultural groups from the community.

1.2 Noon supervisors increased by 1 (+1).

1.5 School staff will continue to provide social-emotional skills to its students in a safe and welcoming learning environment that embraces PBIS and Conscious Discipline strategies to support student behaviors.

Classroom celebrations serve as an incentive for classrooms when it has perfect attendance for any 6 days. The students get to choose what the incentives will be. In addition, classes are also afforded classroom pizza parties if they have perfect consecutive attendance days; 3 days, 5 days, and 7 days or more.

1.7 Parents will continue to be an essential partner in collaborating strategies that are effective in meeting the diverse needs of the students. Parent groups include parents from the School Site Committee, English Language Advisory Committee, and Black African/American Parents. A Black African-American parent engagement evening was held to solicit the parents for collaboration in supporting the Black African-American students at Rivera Elementary School.

1.8 Black African-American parents were invited to be guest speakers in the classrooms. The focus of the speech were on persistence and resiliency, not quitting when the going gets tough with school work.

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

The only difference between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet Goal #2 was the intentional invitation and collaboration with a targeted group of parents; Black African/American Parents.

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.

The goal will be broaden to be inclusive of not just SSC, ELAC, and Black African/American parents, but also parents of Hispanics and Whites.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Family Empowerment

Rivera Elementary School will empower families and community stakeholders to become full partners in the education of students at Rivera Elementary to ensure all students excel academically, build character, and are productive members of our community by maintaining or improving student home suspensions on the CDE Dashboard Report.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Increased parent partnerships and involvement with our School Site Council and English Language Advisory Committee:

1. Holding evening meetings with parents from different sub-groups to solicit their support.
2. Emphasizing SSC and ELAC involvement during Back To School Night.
3. Soliciting parent sign-ups for SSC and ELAC at parent teacher conferences---at least one parent per classroom.

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 Healthy Kids Survey (CHKS- California Healthy Kids Survey, CSSS- California school staff Survey, CSPS- California School Parent Survey)	<p>School Engagement and Supports School connectedness†# (In-School Only) 61 64 A6.3</p> <p>Academic motivation† 82 88 School boredom† 53 46 Caring adults in school† 58 65 High expectations-adults in school† 75 79 Meaningful participation† 35 36 Facilities upkeep†F 57 66 Parent involvement in schooling† 69 76 Social and emotional learning supports† 76 72 Anti-bullying climate† 69 65</p> <p>School Safety and Cyberbullying Feel safe at school†F 60 69 Feel safe on way to and from school†F 74 72 Been hit or pushedF 33 29 Mean rumors spread about you 38 40 Called bad names or target of mean jokes 48 42 Saw a weapon at school§F 14 15 Cyberbullying¶ 26 24</p> <p>School Disciplinary Environment Rule clarity† 76 78 Students well behaved† 42 40 Students treated fairly when break rules† 39 52 Students treated with respect† 69 81</p> <p>Substance Use Alcohol or drug usef 22 13 Marijuana usef 2 0 Cigarette usef 2 4 Vapingf 5 3</p> <p>Routines Eating of breakfast 66 67 Late bedtime (at 10 pm or later)± 25 12</p> <p>Mental Health Frequent sadness† 21 19 Wellness† 64 60</p>	<p>Academic Motivation: 75% or higher Increase School Safety and reduce Cyberbullying 75% minimally average on School Disciplinary Environment Reduce substance abuse 75% or higher on Routines Lower frequent sadness and increase wellness</p>

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	Encourage participation from families and community members to volunteer at the school to help with literacy, numeracy, classroom activities, field trips, visual and performing arts, and promoting college and career awareness.	All students	
1.2	Provide food and babysitting for parent engagements opportunities. Host quarterly events that bring school families and home families together in an effort to foster positive relationships.	All students	
1.3	Support the school garden with supplies and materials to enhance hands on science experience, promote environmental stewardship, encourage healthy lifestyle habits, and improve social and community skills of students.		
1.4	Provide translating and interpreting services as needed to ensure solid communication between the school and families not fluent in English.		
1.5	Educate students and their families about California truancy regulations, and the importance of good attendance.		
1.6	Provide child care services during school events to encourage attendance and promote engagement.		
1.7	Partner with Merced Youth Council providing mentorship and committee engagement bridging the gap between schools and families		
1.8	Maintain a Family Resource Center providing both printed and online information to local resources and services available to our families.		
1.12			
1.14			

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 & 1.2 A Black-African American engagement evening was held to solicit ideas to support the black students at Rivera Elementary School and food was provided for parents.
 1.3 Rivera currently has a community garden that is hosted by a UC Merced student. The objective of the garden is to teach students about the interdependence of humans and how human can acquire (grow) their own food.

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

Childcare will continue to be provided for parent engagement events. Create partnerships with community support programs to bring mentors and presenters to school to speak to our students about careers and educations.

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.

Priority will be set on trying to find and hire a bilingual school liaison to support the communication between the school and home.

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.

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. The African-American subgroup will maintain or increase their current standing in 2 of the 4 measurements; chronic absenteeism, suspension rate, ELA, and Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals #1-#8 are all inter-connected and related to

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE Dashboard-Suspension Rate	In 2023, students from the African-American had a decline in home suspension from .3 to .9 percent. However, the overall percentage of suspension rate in the current year is still high, in the 3.1 to 6.0 percentage.	Lower number of school suspension for African American, Foster Youth, and Homeless student subgroups.

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	Utilize PBIS and Restorative Justice alternatives when possible instead of home suspensions.	All students	
4.2	Create videos to explain expectations for PBIS passport. This video will be played for students at least once when school starts and another time when students come back from the longer Winter Break.	All students	

4.3	Provide positive social emotional behavioral support for students who have challenges with discipline.	All students	
4.4	Provide extended day opportunities that are engaging and fun but geared at simplifying CCSS Science and Math standards.	All students	

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.

Refine Positive Behavioral Intervention Systems of Supports school wide. Solicit teacher buy-ins for mentoring one student per year. Provide social-emotional support for all sub-groups but special attention will be given to the Hispanics and White subgroups due to their high rate of Chronic Absenteeism.

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

The current socioemotional and PBIS systems in place are being re-visited for and refined to be purposeful in targeting subgroups that are not making satisfactory progress.

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$306,846.00
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	\$90,900.00
3010	\$215,946.00

Subtotal of state or local funds included for this school: \$306,846.00

Total of federal, state, and/or local funds for this school: \$306,846.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
3010	\$215,946	0.00
0824	\$90,900	0.00

Expenditures by Funding Source

Funding Source	Amount
0824	90,900.00
3010	215,946.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	116,695.00
2000-2999: Classified Personnel Salaries	115,750.00
4000-4999: Books And Supplies	17,500.00
5000-5999: Services And Other Operating Expenditures	56,901.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0824	42,149.00
2000-2999: Classified Personnel Salaries	0824	20,450.00
4000-4999: Books And Supplies	0824	13,000.00
5000-5999: Services And Other Operating Expenditures	0824	15,301.00
1000-1999: Certificated Personnel Salaries	3010	74,546.00

2000-2999: Classified Personnel Salaries	3010	95,300.00
4000-4999: Books And Supplies	3010	4,500.00
5000-5999: Services And Other Operating Expenditures	3010	41,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	306,846.00

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
- 4 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Rick Her	Principal
Anita Brigil	Parent or Community Member
Esther Walejko	Classroom Teacher
Marie Zuzlewski	Classroom Teacher
Kong Sychanthavong	Classroom Teacher
Christina Cardoza	Parent or Community Member
Kristal Russell	Other School Staff
Heather Loreto	Parent or Community Member
Viridiana Olmos	Other School Staff
Andrea Tuhn	
Linda Rodas	Parent or Community Member
Stefanie Hurt	Classroom Teacher
Sandeep Quiralte	Parent or Community Member
Princess Sarnillo Dawkins	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

[Handwritten signatures: Full / 2022 / 2021 and Kristal Rivera]

English Learner Advisory Committee

Other: Rivera Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 5/31/2024.

Attested:

[Handwritten signatures: Rick Her and Anita Brigil]

Principal, Rick Her on 5/31/2024

SSC Chairperson, Anita Brigil on 5/31/2024